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ABSTRACT

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading, writing, speaking, and listening--all the elements that make up literacy in the language arts. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

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STUDENT LITERACY

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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ERIC/RCS Special Collection 12: Student Literacy

What Are ERIC/RCS Special Collections?

Each *ERIC/RCS Special Collection* contains ten or more *Digests* and *FAST Bibs* offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC *Digests* are brief syntheses of the research that has been done on a specific topic. *FAST Bibs* (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both *Digests* and *FAST Bibs* provide up-to-date information in an accessible format.

Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The *Digests* may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the *FAST Bibs* may be used as the start of a more extensive look at what is available in the ERIC database on a subject of interest.

STUDENT LITERACY

The materials in this *Special Collection* are about reading, writing, speaking, and listening—all the elements that make up literacy in the language arts. Of course, the term *literacy* may also be used in many other ways: computer literacy, science literacy, etc. The materials cut across grade and age levels.

Many Different Kinds of Literacy

The term *literacy* has been used in so many different ways over the past few years that it seemed appropriate to produce an *ERIC Digest* about the term and its many uses: *Multiplicities of Literacies in the 1990s*, by Roger Sensenbaugh. *Emergent literacy* is the phrase used to describe the process whereby children acquire a sense of language (spoken and written) within their own family and culture. The term *literacy education* is now often used as a virtual synonym for language-arts education (reading, writing, speaking, and listening). This is in sharp contrast to the traditional use of the term almost exclusively in connection with adults learning to read, after having previously been unable to do so. Sensenbaugh asserted that the definition of literacy has expanded even beyond that found in the 1988 *ERIC Thesaurus* scope note. "Literacy involves making meaning from a variety of sources and communicating it to a variety of audiences."

Beginning Reading Instruction

In the *Digest, Beginning Reading Instruction in the United States,* Marilyn Jager Adams described a report she produced while studying the research and instructional practice in reading education in the United States (*Beginning to Read: Thinking and Learning about Print,* MIT Press, 1990). The report was centered on the debate over phonics—whether instruction in phonics promotes or impedes development of the attitudes and abilities required for reading comprehension. In the end, she concluded that "the overall advantage of phonics instruction...is relatively small." However, she found that the influence of early experiences with print and reading and writing *is* critical for children's later success at school. "Differences in reading potential are shown not to be strongly related to poverty, handedness, dialect, gender, IQ, mental age, or other such difficult-to-alter circumstances. They are due instead to learning and experience—and specifically to learning and experience with print and print concepts. They are due to differences that we can teach away—provided, of course, that we have the knowledge, sensitivity, and support to do so." In the *Digest* referred to below, Bobbi Fisher described how she structured a kindergarten classroom to provide a print-rich environment in which students could develop their reading and writing skills.

Reading Aloud

Recent research has underscored the importance of what many parents and teachers have been doing with young children for a long time—reading aloud and talking about the stories being read and listened to.

"Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will need for learning to read." (Marilyn Jager Adams, *Beginning Reading Instruction in the United States*, the *Digest* mentioned above) People are now realizing that reading aloud is beneficial for older students as well, even those who read well on their own. Even grownups enjoy being read to!

Developing positive attitudes toward reading is just one of the benefits of reading aloud. It also provides opportunities to introduce students to literature that they might not read for themselves, and it encourages language and vocabulary development. Discussions often arise quite naturally from the shared experience of hearing a passage, or an entire book, read aloud. Reading aloud can also provide a stimulus for writing and further silent reading. An annotated bibliography on this topic is part of this collection (*FAST Bib* No. 49, *Reading Aloud to Students*, by Jerry Johns and Joelle Schlesinger).

Family Involvement

Parents, we all know, play an extremely important role in their children's education. A recent ERIC/RCS *Digest*, by Marge Simic, is entitled *Parent Involvement in Elementary Language Arts: A Program Model*. Simic mentioned various dimensions of parent involvement, and described one program in detail.

One of the annotated bibliographies in this collection is *Helping Parents Understand the Stages of Their Child's Reading Development*, by Gail Londergan (*FAST Bib* No. 50). The bibliography is divided into an overview and materials specifically connected with three stages in the child's development: the Preschool Stage, the Beginning Reading Stage, and the Developing Readers Stage.

Many books provide suggestions for parents: lists of books (for reading aloud or recommending to teens), community resources, and activities to undertake with children and adolescents. However, many of the parents most in need of this information do not consult books available in bookstores or the public library. A series of booklets for parents, copublished by ERIC/RCS and the International Reading Association, supplies information in an easy-to-read, reader-friendly format.

The Family Literacy Center at Indiana University has developed a monthly audio magazine called *Parents and Children Together*. Subscribers receive an audio cassette and a booklet containing suggestions and information for parents, on a different theme each month, and read-along stories for parents and children to enjoy together. You may obtain more information on this program by writing the Family Literacy Center, Smith Research Center 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698, or calling 812-855-5847.

Reading-Writing Relationships

Research and instruction in the field of literacy over the past few years have focused on the complex interconnections between reading and writing. One of the *FAST Bibs* in this collection is entitled *Reading-Writing Relationships*. Jerry Johns and Roberta L. Berglund have selected a number of documents and articles on this topic. Most researchers view reading and writing (and, for that matter, speaking and listening) as interlinked developmental processes.

In the *Digest*, *Reading and Writing in a Kindergarten Classroom*, Bobbi Fisher described the many different ways in which the children in her classroom became readers and writers, and explained how the classroom environment can assist in that process.

Teaching writing and reading in an integrated fashion is the topic of many documents in the ERIC database, and of a number of volumes developed for teachers by the ERIC Clearinghouse on Reading and Communication Skills. Among these books are the following:

Reading Strategies for the Primary Grades,
by Kim and Claudia Kätz

Critical Thinking, Reading, and Writing,
by Mary Morgan and Michael Shermis

Helping Students Who Are at Risk of Failure in School

Some of the bibliographies in this collection address concerns regarding students who are having difficulties of one kind or another in the school setting:

Remedial Reading,
by Jerry Johns and Joelle Schlesinger (*FAST Bib* No. 44)

Learning Disabilities and Reading,
by Jerry Johns and Sandy Krickeberg (*FAST Bib* No. 45)

At-Risk Students in Reading,
by Jerry Johns and Joann Desmond (*FAST Bib* No. 46)

While not specifically about students having difficulties, another *FAST Bib* entitled *Eye Movements and the Reading Process,* by Susan M. Watts, is a collection of information on research on eye movements and their relationship to cognitive processes in reading. One of the "parent booklets" listed below is on the subject of young readers' eyes: *Your Child's Vision Is Important,* by Caroline Beverstock.

In addition, ERIC/RCS has produced some books that will be of assistance to teachers working with various sorts of "special" students (see the list that follows).

Informal Reading Inventories

One of the ways to assess students' reading is through the use of an informal reading inventory. They may either be constructed by the teacher or purchased ready-made for use. *FAST Bib* No. 39, by Jerry Johns and Peggy VanLeirsburg, is entitled *Informal Reading Inventories.* The authors have collected citations on various aspects of this type of reading assessment.

Our intention in putting these materials together is to help you become more familiar with some of the issues and research in the area of student literacy. We hope you will find this *Special Collection* useful.

More Information from the ERIC Database

In addition to the citations in the *Digests* and *FAST Bibs* included in this collection, other resources may be found by searching the ERIC database. A few of the terms that would be useful in a search are these: Literacy-, Reading-Skills, Writing-Skills, Reading-Comprehension, Writing-Ability, and Reading-Ability. These terms must be combined with educational-level terms to limit the search to the age or grade level in which you are interested. If you need help with a search, please contact User Services at ERIC/RCS (812-855-5847).

Materials Available from the ERIC/RCS Clearinghouse:

These materials may be of interest to you:

For Teachers:

Critical Thinking, Reading, and Writing,
by Mary Morgan and Michael Shermis

Computers in English/Language Arts,
by Sharon Sorenson

Working with Special Students in English/Language Arts,
by Sharon Sorenson

Reading Strategies for the Primary Grades,
by Kim and Claudia Kätz

Remedial Reading for Elementary School Students,
by Carolyn Smith McGowen

Peer Teaching and Collaborative Learning in the Language Arts,
by Elizabeth McAllister

Language Arts for Gifted Middle School Students,
by Susan J. Davis and Jerry L. Johns

For Teachers and Administrators:

Alternative Assessment of Performance in the Language Arts,
edited by Carl B. Smith

Two Reactions to The Report Card on Basal Readers,
by Constance Weaver and Patrick Groff

New Policy Guidelines for Reading: Connecting Research and Practice,
by Jerome C. Harste

Relating Reading and Writing: Developing a Transactional Theory of the Writing Process,
by Nancy Leavitt Shanklin

Adult Literacy: Contexts and Challenges,
by Anabel Powell Newman and Caroline Beverstock

Adult Literacies: Intersections with Elementary and Secondary Education,
edited and introduced by Caroline Beverstock and Anabel P. Newman

For Parents:

101 Ideas to Help Your Child Learn to Read and Write,
by Mary Behm and Richard Behm

Helping Your Child Become a Reader,
by Nancy L. Roser

Beginning Literacy and Your Child,
by Steven B. Silvern and Linda R. Silvern

How Can I Prepare My Young Child for Reading?
by Paula C. Grinnell

Creating Readers and Writers,
by Susan Mandel Glazer

You Can Help Your Young Child with Writing,
by Marcia Baghban

Your Child's Vision Is Important,
by Caroline Beverstock

Encouraging Your Junior High Student to Read,
by John Shefelbine

You Can Encourage Your High School Student to Read,
by Jamie Myers

For Parents and Children:

Parents and Children Together—This monthly audio journal (magazine plus audio cassette) is for children, ages 4 to 10, and their parents. Each issue contains suggestions and information for parents, and read-along stories for parents and children to enjoy together.

Other Special Collections

SC1 Testing and Assessment

SC2 Adult Literacy

SC3 Critical Thinking

SC4 Family Involvement

SC5 Writing

SC6 Reading: Elementary

SC7 Reading: Middle & Secondary

SC8 Literature

SC9 Special Students

SC10 Mass Communications

SC11 Personal Communication

SC13 Whole Language & Integrated Language Arts

To order any of these materials, please use the form at the end of this collection.

Ellie Macfarlane, ERIC/RCS Associate Director
Series Editor, Special Collections

ERIC Digest

Clearinghouse on Reading and Communication Skills EDO-CS-91-06

Indiana University
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Reading and Writing in a Kindergarten Classroom

by Bobbi Fisher

- Mandy is a reader. She holds a book with ease in her lap and tells the story in her own way, including much of the language of the text that she has memorized from hearing it many times. She looks at the pictures and sometimes at me as she reads. Her story is fluent and her voice expressive.
- Sam is another reader. He has also chosen a favorite book, with a simple, familiar text. He reads slowly, word by word, and his voice often lacks expression. He is focusing on the words in the text.
- Allie is a reader, too. Her reading is supported by the meaning of the story, the flow of the language, the pictures, and what she knows about phonics.
- Taisha is a writer. She has just written a grocery list in the housekeeping area. The paper has four lines of scribble-like writing.
- Joey is a writer, too. He has drawn a picture of his house and primarily written random letters from his name all over the pages. He has labeled house, H. He reads me his story.
- Stefanie is a writer. She uses many conventions of writing. For example, she leaves spaces between words, spells some words conventionally, applies temporary (invented) spelling in others, uses vowels in every word, and starts two of the three sentences with upper case letters (Fisher, 1991).

I have begun this digest with examples of the readers and writers in my kindergarten, because whenever I talk about literacy learning I have to begin with the children and what they can do. When I "kid watch" (Yetta Goodman, 1985) and observe what the children do as they read and write, I notice many predictable behaviors that emergent and beginning readers demonstrate. But I also notice that every child is making sense out of print in his or her unique way. My job as a teacher is to help each of them continue to develop as a reader and writer.

Therefore, my definition of reading and writing includes the wide and unique range of reading and writing behaviors demonstrated by each child in my classroom. For example, reading might be reading environmental print, looking at the pictures in a book and telling a story, pointing carefully to the print, or beginning to read independently. Writing might be a drawing, scribbling, writing random letters, inventing spelling or beginning to write conventionally. In our classroom, when we refer to reading, the children and I know that we mean using books to create meaning. When we refer to writing, we know that we mean picture drawing and letters and letter-like marks.

The Environment

Our classroom is a print-rich environment. Reading and writing materials are easily accessible for the children to select and use throughout the room.

- Reading. Big books and charts with poems, songs and chants in enlarged text are displayed. Fiction and nonfiction trade books, predictable books, dictionaries, and magazines are available on library display shelves, regular shelves, plastic bins and crates, and on tables throughout the room. A listening table is available, equipped with a tape recorder, ear-

Bobbi Fisher teaches kindergarten at Haynes School in Sudbury, Massachusetts.

phones, story tapes and multiple copies of the accompanying text.

- Writing. The writing area contains a variety of paper, pencils, markers, crayons, rulers, a stapler, and a date stamp and pad. The alphabet in upper and lower case letters is hung at eye level, and cards with the alphabet and an accompanying picture representing the initial sound of the letter are accessible for the children to use wherever they are writing in the room. A plastic file crate is available in which the children file their daily drawings and writing so we have a record of their growth throughout the year.

Conditions of Learning

"To foster emergent reading and writing in particular, whole language teachers attempt to replicate the strategies parents use successfully to stimulate the acquisition of language and the 'natural' acquisition of literacy" (Weaver, 1990, p. 23). Brian Cambourne lists these conditions of learning as Immersion, Demonstration, Engagement, Expectation, Responsibility, Use, Approximation, and Response (Cambourne, 1988). In my classroom I try to create these same conditions to support children's growth and development in reading and writing. I use Don Holdaway's (1979) natural learning classroom model (Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children.

- Demonstration and Participation. During group time, which I call shared reading, I give many demonstrations of reading and writing, and the children participate in these literacy experiences by reading along, commenting on concepts of print, and discussing the story. We read many different texts, such as predictable big books which support emergent and beginning readers, as well as poems, songs and chants, and fiction and nonfiction trade books. I model, and the children participate by using a variety of strategies that successful readers use, such as reading the sentence again, and using the beginning letter of a word to predict and confirm what it is. We discuss skills in context so the children will be able to use them as needed to create meaning as they read for a variety of purposes. I write in front of the children and they join in and participate, giving suggestions for content and helping spell the words.

All of these demonstrations are whole, meaningful, and authentic (Goodman, 1986). They take place in a non-competitive atmosphere as each child participates at his or her developmental level. Each child is a member of the literacy club (Smith, 1988).

- Practice/Role Play. Choice time follows shared reading. The children have opportunities to practice what they have observed and engaged in during the group time. I ask the children to read every day, but I give them lots of choices of what to read. They can read big books, small books, trade books, magazines, or charts or listen to a story tape. They can read alone, with a friend, or to a grownup.

I also ask the children to write every day. Usually they can choose their own topic. For example, they can write a book, write with a friend, or write in conjunction with an art project, block building, or the developmental play environment which we have set up in the room. The general writing parameters are flexible: draw a picture, write something (this varies from scribbles to labeling to conventional writing, depending on each child's development), date the piece with a date stamp, and write their name.

During choice time I watch the children and assess what they know so I can help them develop as readers and writers. I listen to them read, or conference with them about their writing. As I get to know them, I am able to encourage learning by taking that teachable moment to support growth.

- Performance. To complete the model, children need opportunities to share what they know. In our classroom sharing takes many forms. Children share their reading by reading to each other or to me and by taking a book home to read to their parents. They share their writing with their peers as they work at the writing table, make a sign for the blocks, or put their piece in the sharing basket for group sharing time. They share with me by coming to show me what they have done, and they share with their parents by taking their work home.

Classroom Goals

My goal for the children in my kindergarten is for them to become independent readers and writers (learners) for a variety of purposes. I want to help each one become a self-motivated, self-directed, self-regulated learner within a community of learners.

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ERIC Digest

Clearinghouse on Reading and Communication Skills EDO-CS-91-02

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Parent Involvement in Elementary Language Arts: A Program Model

by Marge Simic

"Parent involvement" is fast becoming a hot topic. Teaching periodicals, parent magazines, newspapers, and even television talk shows and special broadcasts are emphasizing the impact parents make in educating their children. Topics include hints on effective communication at conference time, tips for establishing study skills and habits at home, and information on how to use parents effectively as volunteers in the classroom (Vukelich, 1984).

A potential limitation with the teacher-parents involvement suggestions described in some articles is that even though they may be worthwhile, thev often lack an overall organization that allows teachers to plan and develop principled programs for parents (Becher, 1986; Becher, 1984; Vukelich, 1984). Many well-meaning, dedicated teachers approach parent involvement as an "afterthought" that may lack purposeful implementation. Parent involvement, in this sense, is not seen as part of the curriculum. A general format may help to eliminate wasted effort and guide the development of an organized approach to parent involvement—a parent involvement program that is integrated into the language arts curriculum.

Dimensions of Involvement

Petit (1980) attempts to organize the various dimensions of parent involvement. Petit specifies three levels or degrees of increasing parent involvement: (1) monitoring, (2) informing, and (3) participation.

At Petit's *monitoring level,* schools make parents aware of the school situation. Potter (1989) suggests that this is done through informal conversations (e.g., open houses, school programs), announcements regarding the school's activities, and questionnaires. This type of contact helps to establish parental feelings of assurance, confidence, and acceptance. Parents feel more comfortable sharing with the teacher their child's positive, as well as negative, attitudes about school that the child may be experiencing at home. Many schools are effective and active at this level of parent involvement with weekly bulletins, annual open houses in the fall, and public invitations to special school programs and activities.

Petit's second level is described as *informing.* This means keeping parents informed about the policies, procedures, aims, and expectations that exist in the school, but particularly in the classroom. The contact is more formal and direct. Communication at this level is more specifically between the classroom teacher and the parent rather than between the school and the parents. This is done through (1) parent-teacher conferences, (2) home visits, (3) class newsletters, (4) bulletin boards, (5) reporting, (6) phone calls, and (7) take-home packets.

In addition to teachers informing parents, parents need to inform the teacher about anything going on at home that may help the teacher to understand the child's behavior and performance at school. Parents should communicate with the teacher on how the child's reading and language activities are progressing at home and give feedback regarding the supportive activities done at home.

Participation is Petit's final level. At this level parents become actively involved in the classroom with teachers. Teachers solicit the assistance of par-

Marge Simic has been a classroom teacher in elementary and secondary school, as well as a Chapter I Coordinator. She is a doctoral candidate in Language Education at Indiana University.

ents in helping the school and/or classroom with instructional support. Parents might act as aides or volunteers in classrooms, helping with bulletin boards, checking assignments, or making games and activities. Parents might volunteer to work in the library, do typing, or work with school equipment such as laminating and duplicating. Parents who have had experiences that match a special theme or topic being explored by the class could be asked to make special presentations. They may be asked to participate in classroom instruction or act as classroom reading tutors or writing editors who work with one or two children who are experiencing difficulty. Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing strategies and methods similar to those being used in the classroom.

It is necessary that parents be aware of effective instructional techniques when working with children in the classroom and at home. Parent knowledge and skills can be extended through parent observation and/or instruction. It is at this participation level that parents become involved in workshops or reading courses. Teachers, specialists, or other professionals explain to parents about the school's language arts program. Parents are then given instruction on how to help students in the classroom and at home.

A Program Model

One such program encourages parent participation in the classroom for those parents who are able to volunteer their time, but also emphasizes participation at home. In this program, an elementary school teacher was implementing a literature-based program in the language arts curriculum. The teacher informed the parents through letters that the students would be integrating reading and writing in the language arts block and that they would be involved in a variety of literature experiences. Parents were given detailed explanations of various strategies in the letters. The teacher asked for their support and involvement at home in helping their child accomplish assignments through these new experiences. Parents and students were encouraged to share reading at home, as well as to share ideas and thoughts about the books. Suggestions or strategies for sharing books were explained and sent home for parent reference.

As the students became acquainted with this literature-based program, enthusiasm for reading was apparent in many of the students. A letter was sent home recounting some of the students' positive experiences and asking for parent volunteers—those who felt comfortable with the discussions and strategies for sharing reading. Some parents came into the classroom to help with small group discussions, book projects, etc.

Later on, the writing process was briefly explained in a parent letter, and activities the students were engaged in and editing marks and skills were defined, so that parents could assist their child at home. In this same letter, parents were asked to come into the classroom to help small groups of students with the authoring cycle, edit final drafts, type student stories, and assist with bookmaking. When parents did volunteer, it was very common to see the students explaining and informing the parents what it was they were doing in literature circles. It was not uncommon to see parents in authoring circles listening to student stories, offering suggestions, and helping students with first drafts.

Parents were given opportunities to help in book selection for new literature groups. The teacher sent home book club orders and suggestions and recommendations for book selection. The letter encouraged parents and children to discuss the recommended books on the list and then make their selection together. Literature groups were then determined from the book selections made by parents and children.

The teacher provided additional opportunities for parent input through a variety of correspondence. Periodically, parent letters were sent home telling of the progress students were making with literature and author circles. An invitation to observe these activities in the classroom was extended. Contracts were sent home to be signed by parents, students, and teachers regarding classroom rules, homework policies, responsibility for using classroom literature sets, and support for achieving success in this program. A list of necessary reading and writing supplies was sent home, and parents were asked to donate some of the items, such as white-out ink, contact paper, markers, old greeting cards, index cards, wallpaper books, cereal boxes, cushions, bean bag chairs, and so forth.

Careful Planning Is Essential

Initiating an effective and well organized plan for parent involvement takes plenty of work—work to achieve it, work and commitment to maintain it. It is realistic to think that as one moves through the levels of involvement that Petit describes, the audience of parents narrows. It is easy to have all parents and all teachers included at the beginning levels. However, as movement makes its way up the levels, the focus narrows. Fewer parents and teachers are able and willing to enter into the "participa-

tion" level of involvement with classrooms and homes. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents still remains.

When parent involvement reaches the level in which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. This effective communication involves positive actions by teachers, parents, and administrators who are willing to cooperate and act in concert with one another. The Office of Educational Research and Improvement (1986) argues that teachers who succeed in involving parents in their children's schoolwork are successful "because they (teachers) work at it." "Working at it" calls for a commitment from principals, teachers, and parents which ultimately benefits the child.

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ERIC Digest

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Beginning Reading Instruction in the United States

by Marilyn Jager Adams

A report entitled *Beginning to read: Thinking and learning about print* has been released as a book through the MIT Press. A summary of this report is available from the Center for the Study of Reading.

Why Was This Report Written?

In 1984, under the auspices of the National Academy of Education, the Center for the Study of Reading produced a report on the status—the strengths and shortcomings—of research and instructional practice in reading education. Following this report, which was entitled *Becoming a Nation of Readers*, Congress asked the U.S. Department of Education to compile a list of available programs on beginning reading instruction, evaluating each in terms of the cost effectiveness of its phonics component. In partial response to this requirement, I was asked by the Department of Education—through the Center for the Study of Reading at the University of Illinois—to produce a report on the role of phonics instruction in beginning reading. Specifically, my charge was to address the following questions: Is phonics a worthwhile component of beginning reading instruction? If so, why? How might such instruction be most effectively realized?

It should be recognized that the word "phonics" is a red flag to some in the field of reading education. Because of this, the report has been and will be associated with a certain amount of controversy. What is phonics? Phonics is instruction intended to help children to understand the fundamentally alphabetic nature of our writing system and, through that understanding, to internalize the correspondences between frequent spelling patterns and the speech patterns—the words, syllables, and phonemes—that those spellings represent. The debate over phonics centers on whether its instruction promotes or impedes development of the attitudes and abilities required for reading comprehension. Given that the goal of reading instruction is to foster not only a willingness to read but to further the skill and disposition to do so purposefully, reflectively, and productively, I did not dismiss this debate. Instead I centered the report on it.

What Did I Do?

To produce this report, I spent a year reviewing the history of the debate, the literature on the relative effectiveness of different instructional approaches, the theory and research on the knowledge and processes involved in skillful reading, and the various literatures relevant to reading acquisition.

What made this task especially challenging and especially worthwhile is that the relevant information and arguments are scattered across so many fields. More specifically, the relevant research literature divides itself not only across fields of education, psychology, and linguistics, but also the fields of computer science and anthropology. I am gratified to report that across disciplines, and despite differences in terminology and perspective, I found considerable overlap in both issues and answers. Still more valuable, I believe, were the ways in which these literatures complemented one another. Collectively presented and interrelated, they support a much richer and more refined understanding of the issues and challenges we face in designing, delivering, and evaluating our students' reading education.

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What Did I Find?

Perhaps the most influential arguments for teaching phonics are based on studies comparing the relative effectiveness of different approaches to teaching beginning reading. These studies can be sorted into two categories. Those in the first category consist of small but focused laboratory studies. Those in the second category have compared the effectiveness of instructional approaches in real classrooms. Many of the classroom studies have been large scale, involving hundreds or thousands of children; they include, for example, the research conducted in the 1960s by Jeanne Chall under the sponsorship of the Carnegie Corporation, the 27 studies of the U.S.O.E. Cooperative Research Program in First-Grade Reading Instruction (1964-1967), and the 22 instructional models evaluated by the Office of Education through the Follow-Through project in the 1970s.

In the quest for answers about instructional effectiveness, these studies offer both good news and bad. The good news is that they suggest, with impressive consistency, that instructional approaches that include systematic phonics lead to higher achievement in both word recognition and spelling, at least in the early grades, and especially for slower or economically disadvantaged students. The bad news is that the studies do not permit precise identification of the factors underlying the phonics advantage. Whereas the laboratory studies provide clean contrasts of whatever variables they were designed to assess, they leave one wondering about the would-be influence of all those factors that were controlled or absent. Conversely, whereas the classroom studies offer real-world validity, they leave one wondering about the many factors that, though unavoidably present, were uncontrolled or unmeasured. Last but hardly least, the overall advantage of phonics instruction across the studies that compare methods of instruction is relatively small.

With this perspective, I turned to specialized literatures. I will summarize these literatures in three parts, corresponding to research and theory on skillful readers, on poor readers, and on children who have not yet entered school.

Skillful readers. A hallmark of skillful readers is the speed and relative effortlessness with which they typically progress through the words of written text. Laboratory research indicates that, in doing so, they visually process virtually each and every letter of the text. Further, as their eyes pass over the words of the text, their minds automatically and rather irrepressibly translate the spellings of the words into pronunciations. (This happens at the level of mental activity though not necessarily at the level of tongue activity.) Theory and research affirm that both the speed and effortlessness of these activities are integral to the capacity to read with skillful comprehension.

Skillful readers' speed of fluency enables them to think about whole phrases or sentences at once. The effortlessness of the word recognition process allows skillful readers to focus their active attention on the process of comprehension—on monitoring and assessing the message of the passage.

Poor readers. Research demonstrates that the ability to read English-like nonsense words, such as *zust* and *nell,* is a uniquely powerful discriminator of good from poor readers. Most poor readers have not learned to recognize frequent spelling patterns or to translate spelling patterns to speech patterns. Indeed, many of the symptoms that have variously been ascribed to neurological dysfunction or perceptual deficits are now being traced to insufficient familiarity with the visual forms of individual letters and the ordered, letter-by-letter composition of common English spelling patterns. Similarly, many problems that appear on the face of it to reflect comprehension difficulties are frequently traced to unaffordable efforts, slowness, or incompleteness in the word recognition processes.

Children who have not yet entered school. Identification of predictors of children's eventual success in learning to read has been an active area of research. Three powerful predictors are (1) preschoolers' ability to recognize and name letters of the alphabet, (2) their general knowledge about text (which is the front of the book and which is the back, whether the story is told by the pictures or the print, and which way to turn the pages of a book); and (3) their awareness of phonemes (the speech sounds that correspond roughly to individual letters).

While, however, a preschooler's phonemic awareness may be the best single predictor of how much that child will learn about reading in school, the best predictor of a preschooler's awareness is found to be how much she or he has already learned about reading. Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read. Adding regular doses of "Sesame Street," reading/writing/language activities in preschool, and time spent fooling around with magnetic letters on the refrigerator or playing word and "spelling" games in the car, on the computer, with crayons, and so on, such children will have experienced several thousand more hours of literacy preparation before entering first grade.

Before formal instruction is begun, children should possess a broad, general appreciation of the nature of print. They should be aware of how printed material can look and how it works; that its basic meaningful units are specific, speakable words; and that its words are comprised of letters. Of equal importance, they should have a solid sense of the various functions of print—to entertain, inform, communicate, record—and of the potential value of each of these functions to their own lives. To learn to read, a child must learn first what it means to read and that she or he would like to be able to do so. Our classrooms, from preschool on up, must be designed with these concepts in mind.

What Do These Findings Mean?

In all, a child's success in learning to read in the first grade appears to be the best predictor of her or his ultimate success in schooling as well as all of the events and outcomes that correlate with that. Yet, across the literature I reviewed, children's first-grade reading achievement depends most of all on how much they know about reading before they get to school.

In a way, this conclusion seems disheartening; it seems somehow to beg the American Dream. In another way, however, this conclusion is heartening. Differences in reading potential are shown not to be strongly related to poverty, handedness, dialect, gender, IQ, mental age, or any other such difficult-to-alter circumstances. They are due instead to learning and experience—and specifically to learning and experience with print and print concepts. They are due to differences that we can teach away—provided, of course, that we have the knowledge, sensitivity, and support to do so.

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Multiplicities of Literacies in the 1990s

by Roger Sensenbaugh

A number of phrases incorporating the word *literacy* have been used in the documents entered into the ERIC database in the past few years. These phrases include *computer literacy, scientific literacy, literacy acquisition, emerging* or *emergent literacy, visual literacy, cultural literacy,* and *literacy instruction.* Closely allied to these "literacies" are terms referring to computer uses in education, second language acquisition, influence of the home environment on students, the whole language approach, and literacy in business and industry.

The Broadening Scope of Literacy

Out of this proliferation of literacies, one important aspect for reading, English, and language arts teachers concerns teaching methods which incorporate the broadening scope of literacy. A common theme in these documents is that literacy is more than just being able to read and write; it is the ability to comprehend, interpret, analyze, respond, and interact with the growing variety of complex sources of information. Calfee (1986) discusses the concept of literacy and how programs should be designed to help children from disadvantaged backgrounds acquire literacy. He includes a description of current curricula and presents tentative recommendations for policy changes at all levels. On a more practical level, McCracken and McCracken (1986) discuss stories, songs, and poetry as part of the repertoire of instructional techniques for developing literacy.

Some documents report on the implementation of a comprehensive program of *literacy education* (Snow, Palladino, and Engel, 1987) while others provide the programs themselves (Graves, 1982). Milz (1987), for example, discusses how teachers can implement the deeper understanding of literacy development that research has offered.

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Acquisition of Literacies

Literacy acquisition, that is, the ways in which learners acquire literacy, is important for its instructional implications and for its impact on the way that literacy itself is defined. Observing how children make sense out of the world has taught researchers that there is more to literacy than mastering isolated reading and writing skills. Goodman (1985) argues that children growing up in literate societies begin to read and write long before they start school. The interaction between a parent and child acquiring literacy together is highlighted in studies of intergenerational literacy. Hatch and Freeman (1987) discuss a striking dichotomy between current theory and educational practice in the Ohio public schools. Not only does current theory have a hard time breaking into the arena of current practice, but current theorists are not of one mind when it comes to exactly what research tells us.

Defining Literacy

As the scope of literacy expands, confusion increases as to what exactly is meant by literacy. Venezky (1990), while focusing on adult literacy, concludes with a discussion of the issues surrounding a definition of literacy and presents a definition of his own. Definitions of literacy also need to take into account the variety of cultures. Hamilton-Wieler (1989) argues that different cultural agendas for literacy, emerging from very different cultural histories, will require different solutions.

Graff (1987) provides a much needed historical perspective on the concept of literacy. He argues that not only is the issue of literacy complex, it has continuities and contradictions at its very core. Powell (1990), after discussing the faddishness of writing and talking about literacy, argues that the crucial issue is one of permanency: What does an individual have to do to be forever literate?

As modern culture evolves, so also do the many forms of language within which ways of thinking, working, negotiating, and reading with experience are encoded. To be alert to how language works for creating and organizing meaning is to be conscious of how to manipulate and use it. New technology, for example, demands a greater degree of conscious reflection on its ways of working. (Christie, 1990)

Expanding the Domain

Clearly, *literacy* has broadened beyond skills used in reading and writing to include terms in other disciplines. Butzow and Butzow (1988) describe an approach to teaching *scientific literacy* by integrating the subject matter from a variety of disciplines using children's literature. Mitman, *et al.* (1985) focus specifically on the topic of scientific literacy and provide teachers with background on the goals of science instruction and practical recommendations for instructional practice.

The term *media literacy* is most often used to refer to TV watching habits. Abelman (1987) investigates the effect of an in-school curriculum designed to encourage children's awareness of and attention to television's prosocial portrayals. Aiex (1989) summarizes research on mass media and offers suggestions for developing media literacy in students.

Cultural literacy has entered the database as a consequence of Hirsch's work. *Computer literacy* is included but appears under the more general term: *computer uses in education.* Home literacy may become a new term due to the growing number of citations that reflect on parental involvement in literacy acquisition, or literacy in the home.

The definition of literacy has expanded well beyond that found in the scope note of the 1988 *ERIC Thesaurus:* "Literacy is the ability to read and write and to communicate with written or printed symbols." Literacy involves making meaning from a variety of sources and communicating it to a variety of audiences.

Graff's position on literacy may be the most constructive for the future: "What is needed is a broader view of reading and writing that integrates and emphasizes the many human abilities in the context of a changing world that requires their development and use. Paths to learning individual literacy by the young must be made less rigid; more attention must be paid to different sequences and structures of learning; and more sensitivity must be shown toward cultural and class influences."

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ERIC

Focused Access to Selected Topics No. 50
a Fast Bib by the
Clearinghouse on Reading and Communication Skills

Helping Parents Understand the Stages of Their Child's Reading Development

by Gail Londergan

There now are a great many excellent resources for helping parents help their children to become readers—that is, people who not only can read, but who enjoy reading. In this bibliography, recent literature on this topic is presented in four sections. The first section lists overview materials; the remaining three sections cover three stages of growth in reading achievement—early childhood, beginning reading, and the development of reading enjoyment and good reading habits.

In early childhood, the central relationship is that between parent and child. Education is informal in nature, and the single most important activity upon which parents can focus is reading aloud. Most of the documents in this category discuss reading aloud. Some also describe related activities which can help children learn about letters and words.

A more complex relationship—i.e., that of parent-child-school—is at the center of the beginning reading stage. This is the time of transition of informal to formal education. Parents need to know how to assess a school's reading program. Is the connection between reading and writing being made? Are the mechanisms for monitoring each child's progress adequate? Both the child and his/her teachers should see parents as the child's "cheerleaders" and "advocates."

In the third or "developing readers" stage, the central relationship is that of child to school. However, even though reading now is part of a formal educational process for the child, his/her home will continue to be a critical learning environment. Documents in this section of the bibliography focus upon things parents can do to encourage a good attitude towards reading, and the formation of good reading habits.

Overview

Behm, Mary, and Behm, Richard. *101 Ideas to Help Your Child Learn to Read and Write.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 52p. $6.00]

Based on the idea that parents are their children's first and most important literacy teachers, this booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; at bedtime; on the road; and watching television.

Binkley, Marilyn R.; and others. *Becoming a Nation of Readers: What Parents Can Do.* Heath (D.C.) and Co., Lexington, Mass.: Office of Educational Research and Improvement (ED), Washington, DC. 1988. [ED 289 160]

Intended for parents and also based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers."

Clary, Linda Mixon. *Parents Teach Reading, Too.* 1989. 7p. [ED 310 359]

There are three planks in a platform that will help all parents become involved in their children's learning to read. First, parents must set the example. If they want their children to read, parents must read around them and to them. Secondly, they must follow up on reading. This follow-up could involve helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, and watching TV shows about books. Finally, parents must participate in, evaluate, and make requests of the instructional program at the child's school. A "Twenty Questions" list can help the parent fulfill this responsibility.

Glazer, Susan Mandel. *Creating Readers and Writers.* Parent Booklet No. 165. [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1990. 17 p. $1.75.] Published by International Reading Association, Box 8139, Newark, DE 19714.

This booklet describes how individuals learn to use language; urges parents to build positive attitudes toward reading, writing, and speaking by praising the child's efforts and leaving correction for the classroom; suggests ways to demonstrate the purposes of reading, writing, and speaking; and encourages making books readily available to children, describing children's needs from birth to age 12.

Meek, Margaret. *Learning to Read.* [Heinemann Educational Books Inc., 70 Court Street, Portsmouth, NH 03801. 1986. 254p. $12.50]

Intended for those who want to encourage children to read, this book deals with children learning to read at different stages. The chapters are arranged by age of child (younger than 5, 5 to 7, 7 to 10, 11, and 14).

Roser, Nancy L. *Helping Your Child Become a Reader.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 21p. $1.75.] Copublished with the International Reading Association.

This booklet presents specific suggestions, based on research, to help parents encourage their children to become readers, such as: (1) continuing to read to children once they learn to read; (2) reading to children regularly; (3) talking about what is read; (4) sharing reading; (5) starting slowly; and (6) selecting books wisely.

Preschool Stage

Grinnell, Paula C. *How Can I Prepare My Young Child for Reading?* An IRA Micromonograph. [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1984. 13 p. $1.75.] Published by International Reading Association, Box 8139, Newark, DE 19714.

Dealing with the critical years from birth through kindergarten, this booklet discusses in depth: (1) talking and reading to the child, (2) letting the child read and write, (3) being a model of reading and writing behavior, and (4) encouraging the child's interest in reading and writing.

Silvern, Stephen B.; Silvern, Linda R. *Beginning Literacy and Your Child.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 21p. $1.75] Copublished with the International Reading Association.

Emphasizing that beginning literacy consists of experiences during the first years of life that lead to reading and writing, this booklet offers practical tips for parents who wish to create a literate home environment for their young children.

Trelease, Jim. *The New Read-Aloud Handbook.* [Viking Penguin, 40 W. 23rd St., New York, NY 10010. 1989. 290p. $9.95.]

Intended not only for parents and teachers, but also for grandparents, siblings, and librarians, this handbook promotes reading aloud as a way to stimulate students' interests in reading and to improve their reading achievement.

Wahl, Amy. "Ready...Set...Role: Parents' Role in Early Reading," *Reading Teacher,* v42 n3 p228-31 Dec 1988.

Outlines 26 activities to help parents foster an interest in reading, including bookmaking, grocery shopping, reading-aloud sessions, and zoo trips.

Beginning Reading Stage

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles.* [Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 1986. 307p. $23.95.]

Designed to assist parents, classroom teachers, reading specialists, and special educators, this book describes effective reading programs for children at all reading levels. Appendixes contain a learning style inventory, a reading-style inventory, and a list of publishers and suppliers of commercial reading materials.

Flood, James; Lapp, Diane. "Reporting Reading Progress: A Comparison Portfolio for Parents," *Reading Teacher,* v42 n7 p508-14 Mar 1989.

Explains how a comparison portfolio can illustrate a student's progress by contrasting performances from the beginning and end of the school year. Notes that the portfolio should include standardized test scores, informal assessments, student writing samples, voluntary reading program reports, self assessments, and samples of class reading materials.

Loveday, Evelyn; Simmons, Katy. "Reading at Home: Does It Matter What Parents Do?" *Reading,* v22 n2 p84-88 Jul 1988.

Examines parental involvement in shared reading and reading games as they affect reading improvement. Concludes that it doesn't matter which reading-related activity parents do with their children, as long as they receive initial counselling and ongoing support from the school.

Robinson, Richard D.; Hulett, Joycelin. *Reading & Writing in the School and Home.* Missouri Univ., Columbia. Extension Div. 1984. 23p. [ED 264 556]

Intended for parents and educators, this monograph briefly describes the relationship between reading and writing and includes suggestions for activities at home and at school that interrelate reading and writing.

Wendelin, Karla Hawkins; Danielson, Kathy Everts. "Improving Home-School Links in Reading by Communicating with Parents," *Clearing House,* v61 n6 p265-68 Feb 1988.

Suggests ways in which parents and teachers can work together. Presents results from a survey which examined parents' knowledge and beliefs about reading, and indicated the need for more parent-teacher interaction. Recommends parents make a conscious effort to reinforce the school's reading program.

Developing Readers Stage

Asheim, Lester, Ed.; and others. "Reading and Successful Living: The Family-School Partnership." [Library Professional Publications, 995 Sherman Ave., Hamden, CT 06514. 1983. 161p. $11.50.]

The items in this book were drawn from a symposium intended to (1) recommend priorities in national educational policy relating to reading; (2) focus attention on the essential role of an active two-way, family-school partnership in encouraging reading as a lifetime habit; and (3) help various organizations concerned with literacy and reading shape their goals and programs.

Building a Family Library. A Guide for Parents. [Reading Is Fundamental, Inc., 600 Maryland Ave. S.W., Room 500, Washington, DC 20560. 1989. 7p. $ .50.]

This brochure presents ideas for creating a special place for a family's reading materials—a "family library"—and for helping children build their own personal collections. It suggests a variety of sources for good, inexpensive books and other reading materials for the whole family.

Demos, Elene S. "Technological Resources for Parents," *Reading Horizons,* v28 n2 p85-91 Win 1988.

Describes how parents can use technological advances such as television, VCRs, and computers to enhance their children's reading, writing, and problem-solving skills.

Myers, Jamie. *You Can Encourage Your High School Student to Read.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 25p. $1.75.] *Copublished with the International Reading Association.*

This booklet focuses on how to encourage high school students to read. It describes the social needs of teenagers, general guidelines for developing purposeful reading, and specific strategies to develop purposes for reading. Under each of the different purposes some suggested activities to motivate teenagers to read are provided.

Reed, Arthea J.S. *Comics to Classics: A Parent's Guide to Books for Teens and Preteens.* [International Reading Association, Box 8139, Newark, DE 19714. 1988. 131p. $8.95.]

Approximately 500 books for teens and preteens (between the ages of 10 and 20) are listed and briefly annotated in this book designed to offer parents advice on adolescents and on books for adolescents. Chapters discuss the stages of adolescent development; talk about the adolescent as a reader; discuss techniques parents can use to encourage adolescents to read; and examine the value of discussing books with adolescents.

Summertime Reading. How to Encourage Your Children to Keep Books Open after School Doors Close. A Guide for Parents. [Southern Illinois University Press, Box 3697, Washington, DC 20560. 1989 7p. $ .50.]

This brochure discusses enriching summertime or vacation experiences that stimulate children to read and learn more, and free or low-cost resources available in the community, such as the library, park programs, zoos or nature centers, museums, historic districts, and community arts. It concludes with a 2-month calendar of simple activities that involve reading and related skills.

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Focused Access to Selected Topics No. 49
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Reading Aloud to Students

by Jerry Johns and Joelle Schlesinger

Recent research in reading has shown how important it is to read aloud to students. This *FAST Bib* explores some of the research and ways to use this knowledge in the classroom. Parent support and involvement is also extremely important so a section is devoted entirely to helping parents get involved. The major sections of this bibliography are Overview, Applications for the Classroom, Importance of Parents, Book Recommendations, and Research. Abstracts of some items have been abbreviated to allow for the inclusion of additional citations.

Overview

Dwyer, Edward J.; Isbell, Rebecca J. "The Lively Art of Reading Aloud to Children." Paper presented at the Annual Meeting of the Tennessee State Council of the International Reading Association, 1988. 7p. [ED 300 767]

Describes why reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Notes that reading aloud to students provides opportunities for introducing students to good literature and encourages language development.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom." 1988. 44p. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. Provides information designed to be informative to teachers, parents, and administrators. Concludes that research indicates reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.

Lockledge, Ann; Matheny, Constance. "Looking toward the Family: Case Studies of Lifelong Readers." Paper presented at the Annual Meeting of the International Reading Association, 1987. 24p. [ED 283 140]

Investigates the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. Provides information that may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Argues that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.

Nistler, Robert J. "Reading Aloud as a Contributor to a Child's Concept of Story." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1987. 11p. [ED 291 071]

Summarizes the specific benefits of reading aloud to students. Notes that when students listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Points out that these story elements helps students in reading comprehension. Cites studies indicating that during storytime the language of teachers is purposeful and helps students arrive at some level of text understanding. Finds that teachers pose thoughtful questions, model their own thinking, and show spontaneous appreciation for stories.

Applications for the Classroom

"The Classroom Reading Teacher: Practical Teaching Ideas, Clip Sheet, and Questions and Answers," *Reading Teacher*, v41 n8 p857-71 Apr 1988.

Summarizes various authors who provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of

books designed to develop literacy in natural ways, and advice on using the question-answer relationship procedure and basal readers.

Alvermann, Donna E.; Olson, James R. "Discussing Read-Aloud Fiction: One Approach for Motivating Critical Thinking," *Reading Horizons*, v28 n4 p235-41 Sum 1988.

Describes one teacher's reading aloud a Paula Danziger novel to motivate a group of adolescents to think and respond critically to read-aloud fiction. Includes examples of discussion strategies used to help students judge word play, recognize different points of view, and evaluate the author's ability to relate to her audience.

Fox, Carol; Sauer, Margery. "Celebrate Literature! A Spiraling Curriculum for Grades K-6." 1988. 15p. [ED 297 265]

Presents a multi-volume articulated literature curriculum for grades K-6. Describes how, by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. Describes seven guides that form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature, and achieve these goals: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners.

Levesque, Jeri. "ELVES: A Read-Aloud Strategy to Develop Listening Comprehension (In the Classroom)," *Reading Teacher*, v43 n1 p93-94 Oct 1989.

Describes ELVES (Excite, Listen, Visualize, Extend, Savor), a read-aloud strategy designed to develop listening comprehension and maintain elementary school students' initial excitement about reading.

Markle, Aldeen B. "Developing Critical Thinking Skills through Literature," *School Library Media Quarterly*, v16 n1 p43-44 Fall 1987.

Discusses the value of literature and reading aloud in developing critical thinking skills and suggests several books to supplement the basal textbook.

Sullivan, Joanna. "Read Aloud Sessions: Tackling Sensitive Issues through Literature," *Reading Teacher*, v40 n9 p874-78 May 1987.

Explains how read-aloud sessions can be developed in ways that help children deal with common concerns and provides an example.

Importance of Parent Involvement

Clary, Linda Mixon. "Parents Teach Reading, Too." 1989. 7p. [ED 310 359]

Tells why parents and teachers need to be involved in teaching children to read and to enjoy reading. Describes three planks in a platform that will help all parents become involved in their children's learning to read: 1) parents must set the example; 2) they must follow up on reading by helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books; and 3) parents must find out about the instructional program at the child's school. Concludes that by reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading.

Daly, Nancy Jo; and others. "Clues about Reading Enrichment." 1987. 36p. [ED 288 186]

Describes an illustrated guide that provides tips, suggestions, and activities that parents can follow at home to help their children read. Notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond.

Demos, Elene S. "Parents: An Untapped Resource," *Reading Horizons*, v28 n1 p34-38 Fall 1987.

Focuses upon parental involvement in reading and examines research and activities that can be beneficial at home and at school.

"Help Your Child Become a Good Reader." 1987. 5p. [ED 278 954]

Focuses on reinforcing students' reading skills at home. Emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Contends that success and interest in reading depends largely on whether: 1) children acquire knowledge at home; 2) parents converse with them; 3) parents encourage children to talk about their feelings; and 4) whether parents read

aloud to them. Provides fifteen ideas for promoting reading.

Book Recommendations

Michener, Darlene M. "Test Your Reading Aloud IQ," *Reading Teacher*, v42 n2 p118-22 Nov 1988.

Discusses the importance of reading aloud to young children. Suggests several books for reading aloud at the elementary level.

Silvey, Anita. "I Have Come Home to Tell You the Truth." 1988. 19p. [ED 300 759]

Reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Provides ten qualities which are important in selecting books to read aloud to children: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. Contains a list of the speaker's 25 favorite books for K-8.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys 254 teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

"Stories to Be Read Aloud (Booksearch)," *English Journal*, v78 n2 p87-90 Feb 1989.

Presents junior and senior high school teachers' suggestions for short stories to read aloud in a single class period, including "The Laughing Man" (J.D. Salinger), "A & P" (John Updike), "Epicac" (Kurt Vonnegut), "The Story of an Hour" (Kate Chopin), and "The Yellow Wallpaper" (Charlotte Perkins Gilman).

"Read-Aloud Books: An Annotated Bibliography, Grades 4-8." 1987. 36p. [ED 300 762]

Presents books for reading aloud to children in grades 4-8. Provides 140 entries, listed alphabetically by author, that provides the author's name, title, publisher, sequels or related books, a brief annotation about the plot, and grade level.

"Booksearch: Recent Novels Used for Common Reading," *English Journal*, v77 n1 p72-78 Jan 1988.

Presents 13 teachers' suggestions for recent novels to use for common reading or classroom teaching at various grade levels.

Research

Craddock, Sonja; Halpren, Honey. "Developmental Listening in a Whole Language Classroom," *Canadian Journal of English Language Arts*, v11 n1 p19-23 1988.

Explains the difference between a reading aloud to children program designed to motivate children to read, and a developmental listening program which provides a focus for listening in a whole language environment and requires response and evaluation.

Herzing, Michelle. "Children's Literature in Secondary School," *Journal of Reading*, v32 n7 p650-51 Apr 1989.

Argues that children's literature has a place in the remedial secondary school reading class. Relates the positive reaction of seventh grade students to having "Jack and the Beantree" read to them.

Iarusso, Marilyn Berg. "How to Promote the Love of Reading," *Catholic Library World*, v60 n5 p212-18 Mar-Apr 1989.

Summarizes current research on teaching children to love reading, and identifies techniques that can be used by parents, teachers and librarians to foster this attitude. Discusses the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values.

Matthews, Charles E. "Lap Reading for Teenagers," *Journal of Reading*, v30 n5 p410-13 Feb 1987.

Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children.

Radecki, Kay K. "An Annotated Bibliography of the Literature Examining the Importance of Adults Reading Aloud to Children." 1987. 67p. [ED 296 274]

Documents the change in attitudes toward adults' (parents and teachers) reading aloud to children since the late 1950s to determine if the practice is strongly correlated to early fluency for young readers.

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Focused Access to Selected Topics No. 46
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At-Risk Students in Reading

by Jerry Johns and Joann Desmond

Students who are at risk of failure in reading present a unique challenge for educators in their continuous search for strategies and resources to meet the needs of this growing population. A myriad of varied instructional approaches and motivational techniques, including Reading Recovery programs and computer-assisted instruction, are promoted by writers as successful in improving the reading achievement of at-risk students. Although there is little agreement among the experts as to any "best" method to reach at-risk students, substantial evidence shows that certain practices contribute to greater successes in reading. Most writers agree that at-risk students should be identified early; the principal provides leadership for a supportive learning environment for staff and students; social and academic enrichment programs should be implemented; and the attitude of the classroom teacher is the key to program success.

This *FAST Bib* begins with several citations that provide general information related to at-risk students in reading at elementary and secondary levels. Because of its recent impact on early reading with at-risk students, a separate section is devoted to the Reading Recovery program. The remaining sections are divided into resources appropriate to beginning and elementary reading.

General

Carbo, Marie; Hodges, Helen. "Learning Styles Strategies Can Help Students at Risk," *Teaching Exceptional Children*, v20 n4 p55-58 Sum 1988.

Asserts that learning styles-based instruction uses the strengths and preferences of disabled and at-risk students to tailor instruction to their needs. Defines learning styles, outlines the learning style characteristics of at-risk students, presents a global/analytic reading styles checklist, and describes 11 strategies for basing instruction on learning styles.

Gersten, Russell; Dimino, Joseph. "Teaching Literature to At-Risk Students," *Educational Leadership*, v46 n5 p53-57 Feb 1989.

Uses story grammar instruction to show low-achieving students that literature can be fun to read and can have application to their lives.

Guerrero, Frank; Swan, Karen. *Computer Pilot Program, 1986-87. OEA Evaluation Report.* 1988. 62p. [ED 301 155]

Describes the Computer Pilot Program that was implemented in 19 New York City schools in 1986-87 and designed to investigate the efficacy of computer-assisted instruction (CAI) with the at-risk student population in New York City. Attempts to identify systems that were effective in increasing student attendance and achievement and in improving student and staff attitudes toward CAI. Finds that consistent use of any well-structured computer programs dedicated to mathematics and/or reading remediation benefits students in need of extra help.

Levine, Daniel U.; and others. "Achievement Gains in Self-Contained Chapter 1 Classes in Kansas City." *Educational Leadership*, v44 n6 p22-23 Mar 1987.

Describes Project Alternative Rooms (PARS) where a modified Chapter 1 program was developed for students to receive instruction in self-contained double-staffed classrooms rather than being "pulled-out" of regular classrooms.

Winfield, Linda F. "Teacher Beliefs toward Academically At-Risk Students in Inner Urban Schools," *Urban Review*, v18 n4 p253-68 1986.

Analyzes teacher beliefs concerning academically at-risk students in inner urban schools. Categorizes teacher beliefs on the following two dimensions: (1) whether teachers believe some type of instructional assistance could improve achievement or whether they ignore low performance; and (2) whether teachers assume the responsibility for improving instruction or shift the responsibility to others.

Reading Recovery Programs

Boehnlein, Mary. "Reading Intervention for High-Risk First-Graders," *Educational Leadership*, v44 n6 p32-37 Mar 1987.

Reports how the Ohio Department of Education, through collaboration with local schools and teacher training institutions, developed use of the New Zealand Reading Recovery Program (one-on-one reading instruction) for high-risk first graders. Finds that 90% of the at-risk students reached average-level reading skills after 30 to 40 hours of instruction.

Holland, Kathleen, E. "Parents and Teachers: Can Home and School Literacy Boundaries Be Broken?" 1987. 28p. [ED 300 182]

Investigates home-school communication patterns between special reading teachers and parents of the children they served, with attention to teachers' and parents' views of each other as literacy supporters of children. Discusses the acquisition of literacy education, especially in Appalachia. Focuses on a population of 13 Columbus, Ohio, urban Black and Appalachian parents of first graders from poor and working-class economic backgrounds, whose children were participating in the Reading Recovery program. Concludes that active teachers were far more successful than passive teachers in obtaining parental participation, and recommends that students take a bigger role in parent-teacher conferences and that the family-school relationship be a triangular one.

Lyons, Carol A. "Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?" 1988. 23p. [ED 302 841]

Compares two groups of failing first-grade readers in the Reading Recovery program to determine what effect this type of instruction had over time on their reading patterns. Finds a shift of the learning disabled (LD) children to multiple cueing systems so that their reading-error patterns were similar to the non-LD group at the end of the program, and indicates the power of the Reading Recovery program to influence at-risk children's reading behavior. Suggests that some learning disabilities may have been environmentally produced and can be altered.

Pinnell, Gay Su. "Holistic Ways to Help Children at Risk of Failure," *Teachers Networking: The Whole Language Newsletter*, v9 n1 p1, 10-12 Fall 1988. [ED 301 853]

Claims that procedures called Reading Recovery help young children at risk of failure in reading. Reports that in the first year of an Ohio pilot study, over two-thirds of the children reached average levels in reading and were successfully released from the program. Indicates that children from the first two years of the study continued to make good progress in reading, maintaining their gains two years after participation in the program. Notes that the goal of the program was to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience.

Beginning Readers

Aldridge, Jerry T.; Rust, Debra. "A Beginning Reading Strategy," *Academic Therapy*, v22 n3 p323-26 Jan 1987.

Presents a strategy where first-graders (identified as high-risk for reading difficulties) were taught to read examples of "environmental print" (words on candy wrappers, grocery bags, newspaper advertisements) and were able to identify and write words when logos and supporting detail were removed. Indicates that activities using environmental print can effectively supplement reading instruction.

Ballenger, Marcus. "Reading in the Kindergarten: Comment," *Childhood Education*, v59 n3 p.186-87 Jan-Feb 1983.

Discusses the question of whether reading should be formally taught at the kindergarten level. Argues that reading skills should not be introduced at this age because children need formal time to experiment without the risk of failure.

Gray, Elizabeth. "Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties." 1988. 31p. [ED 297 512]

Reviews studies on early identification and remediation of at-risk preschool, first-, and second-grade children to prevent possible future reading failure. Identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children.

Johnson, Jessie. "Language Development Component: All Day Kindergarten Program. Final Evaluation Report." 1988. 27p. [ED 301 327]

Presents an evaluation of the language development component of the Columbus, Ohio All Day Kindergarten Program (ADKP) instituted in 1972 to provide a full day of instruction for un-

derachieving kindergarten pupils. Notes that the overall goal of the program was to prepare pupils for first grade by providing an extra half day of instruction to pupils needing additional help and attention. Recommends that ADKP be continued in the 1988-89 school year. Describes specific steps for improving program effectiveness.

Juel, Connie; Leavell, Judy A. "Retention and Nonretention of At-Risk Readers in First Grade and Their Subsequent Reading Achievement," *Journal of Learning Disabilities*, v21 n9 p571-80 Nov 1988.

Compares reading skills of nine first graders retained in first grade and nine similar children promoted to second grade. Finds that retention may benefit such children if they start the repeated year with increased phonic awareness and increase their spelling-sound knowledge in second grade. Reports that listening comprehension was not aided by retention.

Kilby, Gretchen. "Heading off Failure before It Starts," *Principal*, v63 n5 p28-31 May 1984.

Describes and presents guidelines for a preventive early intervention program designed to provide a strong academic, social, and emotional foundation for postkindergarten students considered to be at risk for future academic difficulties.

Lindquist, Donna Bishop. "Joining the Literacy Club," *Reading Teacher*, v41 n7 p676-80 Mar 1988.

Presents firsthand observations of a successful twenty-day reading program involving one student who was transformed from a passive, reluctant, indifferent learner to one who acquired ownership for his learning and empowerment over the reading process.

Mann, Virginia A.; Liberman, Isabelle Y. "Phonological Awareness and Verbal Short-Term Memory," *Journal of Learning Disabilities*, v17 n10 p592-99 Dec 1984.

Reports on a longitudinal study of 62 kindergarten children that showed that inferior performance on tests of syllable-counting, word-string memory, and Corsi blocks may presage future reading problems in grade one. Suggests procedures for kindergarten screening and for helping children at risk for reading failure.

Trachtenburg, Phyllis; Ferruggia, Ann. "Big Books from Little Voices: Reaching High Risk Beginning Readers," v42 n4 p284-98 Jan 1989.

Discusses how interactive, whole class techniques (using a student-generated Big Book adaptation of "Corduroy") improved the reading skills of high-risk first grade readers. Describes several activities, including sight word strategies, decoding techniques, and word processing, and suggests 27 Big Books for use with these activities.

Elementary Reading

Brownstein, Michael. "Saving Grace," *Learning*, v17 n8 p36-38 Apr 1988.

Describes a student who is unable to read and the teacher who refuses to give up on her and encourages her to participate in an afterschool, volunteer tutorial program. Finds that by year's end, the student has improved 34 months on standardized testing and is placed at her appropriate grade level.

Casbergue, Renee M.; Greene, Jane Fell. "Persistent Misconceptions about Sensory Perception and Reading Disability," *Journal of Reading*, v32 n3 p196-203 Dec 1988.

Argues that sensory screening does not identify children at risk for reading or learning disability and that sensory training does not improve reading or learning.

Duffy, Gerald G.; Roehler, Laura R. "Improving Reading Instruction through the Use of Responsive Elaboration," *Reading Teacher*, v40 n6 p514-19 Feb 1987.

Reviews the literature on classroom reading instruction. Elaborates the results of a series of studies hypothesizing that high-risk students, such as those typically found in low reading groups, would become more aware of how to reason during reading if their teachers explain the mental acts associated with strategic skill use.

Erickson, H. Lynn. "Libby, Montana, Testifies for DISTAR," *Educational Leadership*, v44 n6 p28-29 mar 1987.

Describes a Montana elementary school using direct instruction methods. Discusses the positive results students and school are experiencing as a result of the students' reading success.

Lehr, Judy Brown; Harris, Hazel Wiggins. *At Risk, Low-Achieving Students in the Classroom*. Analysis and Action Series. National Education Association, Washington, DC, 1987. 107p. [ED 298 232]

Reviews the voluminous research in the field of teaching at-risk, low-achieving elementary school students. Reports a number of practical, validated applications for classroom teachers. Notes that at-risk students should be identified

early during their formative years; social and academic enrichment programs should be implemented as soon as possible; school-based models can make an important difference with low achievers; the principal must provide leadership to create an inviting, supportive learning environment for staff and students; and the attitude of the classroom teacher is the key to program success.

Sagor, Richard. "Teetering...on the Edge of Failure," *Learning*, v17 n8 p28-34 Apr 1988.

Describes discouraged learners as students who could succeed academically but who, for a variety of reasons, do not believe they are able to do so and fail. Provides case studies and suggests books for further reading. Offers techniques to encourage, teach, and involve discouraged learners.

Sanacore, Joseph. "Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference." 1988. 20p. [ED 298 468]

Claims that by supporting independent or contextual reading, the principal can make a major difference in the lives of remedial and at-risk students. Suggests approaches that, if used positively, can benefit students in remedial and preventative ways. Concludes that a perceptive principal will work cooperatively with teachers.

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Focused Access to Selected Topics No. 45
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Learning Disabilities and Reading

by Jerry Johns and Sandy Krickeberg

Educators who teach reading to students with learning disabilities face a task that requires skill in a specialized area. This *FAST Bib* describes several resources that provide information on teaching reading to learning disabled (LD) students. The references listed here were produced through a search of the ERIC database from 1987 to 1989.

The citations are arranged in two categories: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students.

Overview and Research

Algozzine, Bob; and others. "Reading and Writing Competencies of Adolescents with Learning Disabilities," *Journal of Learning Disabilities,* v21 n3 p154-60 Mar 1988.

Analyzes communication performance of tenth-grade LD students on the Florida State Student Assessment Test-II (a minimum competency test). Supports employers' belief in the importance of these skills for job performance.

Das, J.P. "Intelligence and Learning Disability: A Unified Approach," *The Mental Retardation Learning Disability Bulletin,* v15 n2 p103-13 1987.

Describes learning disability or reading disability in terms of deficiencies in processing information. Offers an integrated view of intelligence as cognitive processing followed by a demonstration of how tests of information processing have successfully revealed strengths and weaknesses of cognitive processes relating to reading.

Dyck, Norma; Sundbye, Nita. "The Effects of Text Explicitness on Story Understanding and Recall by Learning Disabled Children," *Learning Disabilities Research,* v3 n2 p68-77 Sum 1988.

Compares the effects of two ways of making text more explicit for LD children: by adding supportive information or asking inference questions at the ends of episodes. Demonstrates that adding elaborative content enhanced story understanding while asking inference questions was not more effective than the explicit version of the text alone.

Flaro, Lloyd. "The Development and Evaluation of a Reading Comprehension Strategy with Learning Disabled Students," *Reading Improvement,* v24 n4 p222-29 Win 1987.

Discusses a learning strategy, employing imaginal processes and verbal mediation procedures, designed to improve reading comprehension in 24 LD students. Indicates significant gains and improvement in reading comprehension over a 15-week treatment period.

Rhodes, Lynn, K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Presents a holistic perspective on reading and writing instruction, focusing on meaningful, purposeful literacy applications. Discusses LD and remedial students, and introduces readers to a holistic theory of reading and writing development.

Sawyer, Walter E. "Attention Deficit Disorder: A Wolf in Sheep's Clothing...Again," *Reading Teacher,* v42 n4 p310-12 Jan 1989.

Examines the trend of using Attention Deficit Disorder (ADD), commonly known as hyperactivity, to classify students as LD. Notes that ADD characteristics are frequently observed in children with reading problems, and argues that misclassifying students as LD denies them appropriate reading instruction.

Seidenberg, Pearl L. "Cognitive and Academic Instructional Intervention for Learning Disabled Adolescents," *Topics in Language Disorders,* v8 n3 p56-71 Jun 1988.

Notes that research on LD secondary school students' academic deficits, response to classroom environment, and response to instructional interventions are integrated with research on metacognition in text learning. Recommends a metacognitive orientation for instructional intervention programs, which should address general

comprehension strategies, specific study strategies, and factors related to learner characteristics.

Smith, Sally L. "Typical Academic Problems of Learning Disabled Children," *Pointer,* v32 n3 p8-10 Spr 1988.

Presents a list of 70 typical academic problems of learning-disabled children that special educators must be able to diagnose and remedy. Categorizes the problems as follows: reading, language, spelling, handwriting, arithmetic, thinking, and school task and behavior problems.

Smart, Fern; and others. "Reading Disabled Children with Above Average IQ: A Comparative Examination of Cognitive Processing," *Journal of Special Education,* v22 n3 p344-57 Fall 1988

Studies the cognitive processing in high IQ and average IQ elementary grade LD and non-LD children. Finds that LD students were poorer in sequential processing and planning compared to non-LD students; high IQ LD students lost their IQ advantage to low IQ LDs in sequential scores.

Weisberg, Renee. "1980s: A Change in Focus of Reading Comprehension Research: A Review of Reading/Learning Disabilities Research Based on an Interactive Model of Reading," *Learning Disability Quarterly,* v11 n2 p149-59 Spr 1988.

Contains a review of reading comprehension research since 1980, based on an interactive model of reading, with a focus on reading disabilities/learning disabilities. Includes studies which have investigated the influence of readers' prior knowledge of a topic, the influences of text structure and task demands, and metacognitive strategies.

Weltner-Brunton, Susan L.; and others. "Is Earlier Better? Reading Achievement and WISC-R Stability in Earlier vs. Later Identified Students with Learning Disabilities," *Learning Disability Quarterly,* v11 n1 p71-79 Win 1988.

Compares earlier identified (grades 2-4) to later identified (grades 5-8) LD students' test scores (Woodcock Reading Mastery Tests and Wechsler Intelligence Scale for Children) upon identification and over time in special education. Finds no significant between-group differences at identification and that over time (two years), verbal ability decreased, though reading achievement increased for both groups.

Instructional Strategies

Dudley-Marling, Curt. "Assessing the Reading and Writing Development of Learning Disabled Students: A Holistic Approach," *B.C. Journal of Special Education,* v12 n1 p41-51 1988.

Contrasts traditional practices in reading and writing assessment which focus on fragmented, isolated skills to a holistic approach to assessment, which is recommended. Examines children's reading and writing as communicative behaviors that are effectively evaluated through systematic observations as they occur in natural settings.

Hittleman, Daniel R. "Using Literature to Develop Daily Living Literacy: Strategies for Students with Learning Difficulties," *Journal of Reading, Writing, and Learning Disabilities International,* v4 n1 p1-12 1988-89

Describes how students with learning difficulties can develop their literacy for daily living by using daily living literature, which provides knowledge and skills for accomplishing some societal task.

Hollingsworth, Paul M.; Reutzel, D. Ray. "Whole Language with LD Children," *Academic Therapy,* v23 n5 p477-88 May 1988

Examines how the use of the whole language theory can improve the reading and writing of the language LD. Describes resource room characteristics necessary to create a whole language learning environment and outlines instructional practices consistent with whole language theory, such as reading aloud, language experience approach, and predictable story books.

Knupp, Richard. "Improving Oral Reading Skills of Educationally Handicapped Elementary School Aged Students through Repeated Readings." 1988. 80p. [ED 297 275]

Examines the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. Finds that poor readers learned to develop reading speed and fluency with repeated practice and that subjects improved their reading speed and comprehension and decreased the number of word errors.

Maria, Katherine. "A New Look at Comprehension Instruction for Disabled Readers," *Annals of Dyslexia*, v37 p264-78 1987.

Describes three holistic approaches to reading comprehension instruction for LD children: text-based instruction, explicit comprehension instruction, and a combined model. Discusses each model's strengths, weaknesses, and teaching techniques. Recommends the combined model.

Mastropieri, Margo A.; and others. "Learning Disabled Students' Memory for Expository Prose: Mnemonic versus Non-mnemonic Pictures," *American Educational Research Journal*, v24 n4 p505-19 Win 1987.

Examines whether mnemonic or non-mnemonic pictures aid LD students in grades seven, eight, and nine when reading expository passages about the extinction of dinosaurs. Determines that both types of pictures aided students' free recall, while only mnemonic pictures facilitated recall of the plausibility order of the passages.

Monda, Lisa E.: and others. "Use the News: Newspapers and LD Students." *Journal of Reading*, v31 n7 p678-79 Apr 1988.

Offers suggestions for using the newspaper to help LD students improve their reading, language arts, and mathematics skills.

O'Shea, Lawrence J.; and others. "The Effects of Repeated Readings and Attentional Cues on the Reading Fluency and Comprehension of Learning Disabled Readers," *Learning Disabilities Research*, v2 n2 p103-09 Sum 1987.

Analyzes the effects of LD elementary grade students reading passages orally one, three, or seven times with instructions to work for either fluency or comprehension. Finds that both fluency and comprehension improved with the number of readings with the greatest improvement being between one and three readings. Attentional cues operated in the expected directions.

Pany, Darlene; McCoy, Kathleen M. "Effects of Corrective Feedback on Work Accuracy and Reading Comprehension of Readers with Learning Disabilities," *Journal of Learning Disabilities*, v21 n9 p546-50 Nov 1988.

Uses a repeated measures design where third grade students with learning disabilities read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both work recognition accuracy and reading comprehension.

Schworm, Ronald W. "Look in the Middle of the Word," *Teaching Exceptional Children*, v20 n3 p13-17 Spr 1988.

Discusses how the use of visual phonics can help beginning readers or reading-disabled students overcome difficulties in word learning. States that the technique enhances the ability to identify grapheme-phoneme correspondences (usually appearing in the middle of words and useful for decoding) and prompts the learner to generalize these correspondences from one word to another.

Somerville, David E.; Leach, David J. "Direct or Indirect Instruction?: An Evaluation of Three Types of Intervention Programmes for Assisting Students with Specific Reading Difficulties," *Educational Research*, v30 n1 p46-53 Feb 1988.

Describes intervention programs (psychomotor, self-esteem enhancement, and direct instruction) with children who had reading difficulties. Finds that the direct instruction program had the greatest gains and that post-intervention questionnaires completed by subjects, parents, and teachers indicated that perceived success differed significantly from measured success.

Torgesen, Joseph K.; and others. "Using Verbatim Text Recordings to Enhance Reading Comprehension in Learning Disabled Adolescents," *Learning Disabilities Focus*, v3 n1 p30-38 Fall 1987.

Evaluates the effectiveness of using verbatim text recordings to increase LD high school students' reading comprehension and learning ability. Finds that the use of the recordings did produce performance gains, especially when used in conjunction with completion of a related worksheet.

Torgesen, Joseph K.; and others. "Improving Sight Word Recognition Skills in LD Children: An Evaluation of Three Computer Program Variations," *Learning Disability Quarterly*, v11 n2 p125-32 Spr 1988.

Evaluates the relative effectiveness of three variations of a computer program designed to increase the sight-word reading vocabulary of 17 learning-disabled children in grades 1,2, and 3. Reports no differences among the visual only, the visual-auditory, or auditory only presentation modes.

Wilkinson, Ian; and others. "Silent Reading Reconsidered: Reinterpreting Reading Instruction and Its Effects," *American Educational Research Journal, v25 n1 p127-44 Spr 1988.*

Reanalyzes data from a study on silent classroom reading with 105 LD students (aged 6-12 years) using linear structural equation modeling. Concludes that when entry-level abilities are controlled, silent reading does not have a significant effect on post-test reading performance.

Williams, Joanna P. "Identifying Main Ideas: A Basic Aspect of Reading Comprehension," *Topics in Language Disorders,* v8 n3 p1-13 Jun 1988.

Asserts that identifying the main points of a communication is fundamental to successful reading comprehension. Discusses difficulties in defining main idea, text structure variables in determining important information, textual hierarchy and the theory of macrostructure, text features signalling important information, summary writing, learning-disabled readers' insensitivity to text importance, and instructional methods.

ERIC

Focused Access to Selected Topics No. 44
a Fast Bib by the
Clearinghouse on Reading and Communication Skills

Remedial Reading

by Jerry Johns and Joelle Schlesinger

This *FAST Bib* focuses on recent research and strategies for the remedial reader. Included are an overview of recent research, resources on specific strategies for the reading specialist in a pull-out situation, and citations for suggestions and activities for the classroom teacher working with remedial readers. The fourth section contains sources with strategies for those working with the adult remedial reader.

Overview and Research

Balajthy, Ernest; Weisberg, Renee. "Effects of Transfer to Real-World Subject Area Materials from Training in Graphic Organizations and Summarizing on Developmental College Readers' Comprehension of the Compare/Contrast Text Structure in Science Expository Text." 1988. 29p. [ED 300 771]

Determines whether less able readers could use the strategies they had been taught by investigating the transfer effects of training in the use of graphic organizers and summary writing on readers' recognition of the compare/contrast text structure. Finds that transfer of training of real-world tasks did occur at each of the ability levels tested.

Eldredge, J. Lloyd. "Improving the Reading Comprehension Skills of Poor Readers," *Reading Horizons*, v29 n1 p35-42 Oct 1988.

Addresses the negative effects of poor decoding on reading comprehension, and reviews successful remedial strategies used with poor readers. Proposes an extensive exposure to printed discourse as well as phrase and sentence reading used in successful remediation as keys to improving poor readers' comprehension.

Fowler, Will. "Decoding Skills and the Remedial Reading Program." 1988. 14p. [ED 302 811]

Identifies the poor reader and offers assistance for that student. Points out that recent research has shown that phonics instruction is important in the early stages of reading, but some students simply do not learn the decoding skills to advance their reading skills. States that explicit phonics instruction appears not to work beyond the second grade, so other remediation techniques, such as computer-assisted instruction, peer tutors, and the "vowel-sound-stick" method, should be implemented.

Kersting, Frank; Ferguson, Janice. "Narration in Reading Remediation." 1988. 21p. [ED 299 536]

Examines the whole-part application of the language experience approach to reading as used for students whose reading development is severely delayed. Finds that the language experience approach could prove to be a viable technique in reading instruction for prereaders, readers, and illiterate adults.

Lesiak, Judi, "Supplemental Materials for Improving the Comprehension Skills of Middle Grade Students," *Reading Improvement*, v25 n1 p60-66 Spr 1988.

Reviews 13 supplementary reading material series that are useful for providing instruction and practice with a variety of comprehension skills. Includes evaluative comments for each series, noting series' emphases, levels, and publisher.

Pany, Darlene; McCoy, Kathleen M. "Effects of Corrective Feedback on Word Accuracy and Reading Comprehension of Readers with Learning Disabilities," *Journal of Learning Disabilities*, v21 n9 p546-50 Nov 1988.

Describes research in a repeated measure design using third-grade students with learning disabilities who read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both word recognition accuracy and reading comprehension.

Pikulski, John J. "Questions and Answers," *Reading Teacher*, v42 n2 p159 Nov 1988.

Refutes the notion that remedial readers are unable to use context clues, arguing that poor readers simply have difficulty with automatic word identification. Suggests three approaches

to heighten students' sensitivity to the use of context clues.

Schunk, Dale H.; Rice, Jo Mary. "Learning Goals during Reading Comprehension Instruction." 1988. 24p. [ED 296 294]

Investigates the effects of goal setting on children's self-efficacy and skillful performance during reading comprehension instruction. Uses fourth and fifth graders who had regularly received remedial reading comprehension instruction and a pretest consisting of a self-efficacy test assessing their perceived capabilities for correctly answering different types of questions. Assigns subjects randomly to process goal, product goal, and instructional goal groups. Results supported the theory that providing students with a specific learning goal can have important effects on achievement behaviors.

Stevens, Robert J. "Effects of Strategy Training on Identification of the Main Idea of Expository Passages," *Journal of Educational Psychology*, v80 n1 p21-26 Mar 1988.

Tests different methods of teaching how to identify the main idea of expository paragraphs, using 47 remedial reading sixth and eleventh graders. Includes strategy training, classification training, combined training, and practice only. Reports that strategy training improved performance; classification training improved performance only for same-content material.

Suggestions for Reading Specialists

Allington, Richard L.; Broikou, Kathleen A. "Development of Shared Knowledge: A New Role for Classroom and Specialist Teachers," *Reading Teacher*, v41 n8 p806-11 Apr 1988.

Suggests that the lack of coherence between remedial programs and regular classrooms impedes the progress of students with reading difficulties. Provides an outline for an instructional program in which classroom and specialist teachers collaborate to provide the learner with coherent and balanced instruction.

Gray, Elizabeth. "Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties." 1988. 31p. [ED 297 512]

Identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children. Discusses literacy acquisition goals and three areas of possible deficits. Suggests strategies for improving reading skills.

Ignoffo, Matthew. "Improve Reading by Overcoming the 'Inner Critic,'" *Journal of Reading*, v31 n8 p704-08 May 1988.

Presents a technique using self-image psychology that enables remedial students to improve their attitudes about their own abilities.

Martin, Tony. "Frightened of Books: Working with Reading Failures," *Reading*, v22 n1 p15-24 Apr 1988.

Describes how a remedial reading teacher helped a nine year-old nonreader progress toward becoming a reader. Points out the importance of increasing the student's confidence, gaining trust, and providing remedial instruction which is closely connected with other areas of the student's life.

Mossburg, Jacqueline. "A New Approach to an Old Problem: Remediation Not Just Another Pull-Out," *Reading Teacher*, v42 n4 p342-43 Jan 1989.

Describes a remediation program designed to promote students' self-confidence, in addition to promoting fluent reading and enhancing comprehension. Notes that the program uses real books with meaningful language patterns, presented so that each student experiences success.

Pinnell, Gay Su. "Holistic Ways to Help Children at Risk of Failure," *Teacher Networking: The Whole Language Newsletter*, v9 n1 p1, 10-12 Fall 1988. [ED 301 853]

Describes Reading Recovery, a program based on the principal that children learn to read by reading and that the focus of reading is always on meaning. Reports the successes of the program.

Strategies and Activities for Classroom Teachers

Hermann, Beth Ann. "Two Approaches for Helping Poor Readers Become More Strategic," *Reading Teacher*, v42 n1 p24-28 Oct 1988.

Describes two approaches—direct explanation and reciprocal teaching—for helping poor readers understand how the reading process works and how to study and learn from a text. Explains how to plan a lesson, and offers two samples.

Howard, Donald E. "Modifying Negative Attitudes in Poor Readers Will Generate Increased Reading Growth and Interest," *Reading Improvement*, v25 n1 p39-45 Spr 1988.

Examines a remedial reading program for grades four and five. Claims that a reading program featuring oral language, good children's literature, interesting reading activities, writing, and attractive reading incentives in an informal classroom structure can change negative reading attitudes and improve reading abilities.

"Practical Teaching Ideas (In the Classroom)," *Reading Teacher*, v42 n3 p256-64 Dec 1988.

Describes the following teaching ideas: note writing; books supplementing a unit on measuring; parents' activities calendars; quick phonics inventory; map reading; language experience chart stories; predicting activities with titles; summer mail for learning disabled students; role playing; teaching guides for novels; sentence transformation; and recorded and big books.

Sanacore, Joseph. "Independent Reading for Remedial and At-Risk Students: The Principal Can make a Difference." 1988. 20p. [ED 298 468]

Contains information on how the principal can make a major difference in the lives of remedial and at-risk students. Lists several useful suggestions and methods for children who are at risk of failure.

Sellers, Gayla. "Vowel-Sound-Stick: Word Attack for Secondary Remedial Students," *Journal of Reading*, v32 n1 p42-45 Oct 1988.

Describes a technique called "vowel sound stick," which uses students' limited abilities in phonics, with an emphasis placed on syllabication to give the remedial reader a simple method of word attack.

Zipperer, Anita. "Using Content-Oriented Materials to Fill the Gaps in Students' Knowledge," *Wisconsin State Reading Association Journal*, v31 n2 p45-48 Win 1987.

Suggests that many reading problems may be caused by insufficient background knowledge rather than lack of reading skills. Provides suggestions about how teachers can integrate concepts and materials from social studies into their reading lessons to build students' background knowledge.

Strategies for Assisting Adults

Balajthy, Ernest; Waring, Eileen Whitcraft. "Dyslexia and the College Student." 1988. 24p. [ED 297 313]

Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs. Suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual.

LaPaglia, Nancy. "Humanities 100: A Remedial Course That Uses a Children's Literature Anthology as the Text." 1988. 14p. [ED 301 252]

Describes a major problem in remedial courses: finding a valid textbook that underprepared students can read. Contains information on an anthology which allows the class to begin on any level using the stories that cover a variety of subject and evoke a wide range of feelings, representing worthwhile, world-class literature. Reports that the students do not seem to be embarrassed to read children's stories, in part because the book is an actual college text and also because students are encouraged to read aloud to children.

McGlinn, James E. "Essential Education in the Reading Class," *Journal of Developmental Education*, v12 n2 p20-22, 24 Nov 1988.

Advocates teaching remedial reading in the context of the liberal arts. Identifies problems with developmental reading texts. Recommends the use of remedial reading materials that address socially and culturally significant topics appropriate for college-level study. Offers a sample lesson sequence illustrating the simultaneous acquisition of skills and content.

Reed, Keflyn X. "Expectation vs. Ability: Junior College Reading Skills," *Journal of Reading* v32 n6 p537-41 Mar 1989.

Compares freshmen students' perceptions of their reading abilities with their actual abilities and their cumulative grade point averages. Concludes that students' perceptions of their abilities were independent of their actual reading abilities, and students with the least accurate perceptions had the lowest cumulative grade point average after one year.

Sollisch, James. "Collaborative Learning: At the Intersection of Reading, Writing, and Response," *Teaching English in the Two-Year College*, v15 n2 p99-104 May 1988.

Argues that reading should be taught as a process. Suggests sources for information on the active reading process (missing in most textbooks). Describes a method for integrating the reading process and collaborative learning in a college writing class.

Whitt, Mary F. "The Metacognition Process and Its Relationship to Reading, Problem-Solving and

Comprehension Instruction for Developmental Students in Institutions of Higher Education." 1988. 17p [ED 299 543]

Reviews current research on metacognition. Demonstrates an awareness of and attention to problems developmental readers face using metacognitive skills during instruction that may serve to reduce these readers' tendency to practice improper learning behavior, thereby improving their problem-solving efforts.

ERIC

Focused Access to Selected Topics No. 42
a Fast Bib by the
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Reading-Writing Relationships

by Jerry Johns and Roberta L. Berglund

Literacy research and instruction is becoming more focused on connections between reading and writing. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1985 to 1989. The bibliography is organized into four sections: (1) Overview, (2) Research, (3) Integrating Language Arts, and (4) Classroom Applications. The entries in these sections should help teachers understand the relationships between reading and writing and identifying ideas for implementation into classrooms.

Overview

Braun, Carl. "Facilitating Connecting Links between Reading and Writing." 1986. 27p. [ED 278 941]

Emphasizes the learning process and involves demonstrations of learning by the teacher. Suggests that the following classroom strategies can be employed to help students make reading/writing connections: (1) teacher-student conferences, which allow teachers to gain insight into their students' interests and needs while sharing insights about the learning process and stimulating further engagement; (2) group talk, such as a listening response or a discussion of a text; (3) group cloze procedures that emphasize semantic mapping, which represents visually the link between spoken and written texts.

Brooks, Gerry H. "Exploring the World through Reading and Writing." *Language Arts*, v65 n3 p245-53 Mar 1988.

Supports the argument that reading and writing ought to be taught together, and seeks to persuade the reluctant teacher by giving reasons for interweaving composition and literature seamlessly.

Corcoran, Bill; Evans, Emrys, Eds. *Readers, Texts, Teachers.* 1987. 264p. [ED 279 012]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Explicates the range of theory known as reader-response criticism. Argues its distinctive relevance to the needs of young, developing readers. Indicates how classroom practices might be changed to accommodate the insights offered by reader-response theories.

Funderburk, Carol. "A Review of Research in Children's Writing." 1986. 13p. [ED 280 063]

Stresses Piaget's postulate that cognitive development is linear—that children progress through stages of development whereby tasks are mastered at certain levels of cognitive understanding. Examines the stages of children's writing processes (prewriting, composing, revising), as well as language development, drawing, and reading.

Graves, Donald; Stuart, Virginia. *Write from the Start: Tapping Your Child's Natural Writing Ability.* 1985. 237p. [ED 265 569]

Shows what can happen when teachers and parents realize that every child can write. Tells the story of children who have discovered the joys of writing and of the parents and teachers who have helped them make that discovery.

Hansen, Jane. *When Writers Read.* 1987. 242p. [ED 282 226]

Focuses on encouraging students to take responsibility for their own learning and giving them a sense of control over their efforts. Explores how the response approach to writing instruction can be put to good use in teaching children to read.

Harp, Bill. "Why Are Your Kids Writing during Reading Time?" *Reading Teacher*, v41 n1 p88-89 Oct 1987.

Presents a hypothetical situation on an elementary school principal's concern for students' writing during reading time, and offers a possible teacher's response with information about the direct tie between writing and reading improvement.

Johnson, Terry D.; Louis, Daphne R. *Literacy through Literature.* Revised Edition. 1987. 160p. [ED 285 204]

Stresses the notion that children become literate by trying to read and write in a supportive

atmosphere with interesting books, rather than being instructed in isolated language skills. Offers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for children.

Shanahan, Timothy. "The Reading-Writing Relationship: Seven Instructional Principles," *Reading Teacher*, v41 n7 p636-47 Mar 1988.

Proposes seven instructional principles based upon research on the reading-writing relationship, and suggests specific techniques for each principle.

Smith, DeWayne. "Reading. English Language Concept Paper Number 5," 1987. 13p. [ED 287 156]

Notes that both comprehension and decoding are used by effective readers and that both processes should be taught. Focuses on effective strategies for reading instruction. Includes a list of recommended comprehension instruction activities, such as correlating reading and writing, discussing key concepts and vocabulary, using semantic mapping, and providing students with objectives. Emphasizes the use of strategies for teaching word identification and comprehension to foster increased reading ability and a love of reading.

Sternglass, Marilyn S. "Instructional Implications of Three Conceptual Models of Reading/Writing Relationships," *English Quarterly*, v20 n3 p184-93 Fall 1987.

Notes that varying the conceptual models of the relationship between reading and writing processes as parallel, interactive, or transactional has influenced instructional practices.

Research

Jagger, Angela M.; and others. "Research Currents: The Influence of Reading on Children's Narrative Writing (and Vice Versa)," *Language Arts*, v63 n3 p292-300 Mar 1986.

Illustrates how all of the language arts are used by teachers and students to uncover the imaginative potential of language and their creative potential. Models ways of thinking about and investigating how instructional experiences affect learning.

Lewis, Janice. "Support for Reading and Writing as Shared Developmental Processes." Paper presented at the 18th Annual Meeting of the Western College Reading and Learning Association, 1985. 15p. [ED 254 826]

Studies the knowledge required and the thinking involved in both reading and writing. Presents theories that both reading and writing are meaningful composing processes, and that experience in one process has an impact on the other. Suggests that there are some benefits from teaching reading and writing together, provided instruction is given in both with the intent of building on their similarities.

Marino, Jacqueline L.; and others. "The Effects of Writing as a Prereading Activity on Delayed Recall of Narrative Text," *Elementary School Journal*, v86 n2 p199-205 Nov 1985.

Suggests a theoretical framework and a task-specific procedure for integrating reading and writing. Supports the notion of using writing as an orienting task prior to reading.

Pickens, Alex L. "Literacy Instruction," *Educational Perspectives*, v24 n1 p26 1986. [ED 285 156]

Presents five articles focusing on the creation of a literate society where people appreciate literature and can use reading to enrich their lives.

Whyte, Sarah S. "The Connection of Writing to Reading and Its Effect on Reading Comprehension." 1985. 28p. [ED 278 940]

Cites specific writing activities that enhance reading comprehension. States that reading and writing mutually affect learning; educators should teach reading and writing together within a contextual framework.

Integrating the Language Arts

Kane, Katharine A. "Integrating the Language Arts: Alternatives and Strategies." Paper presented at the 33rd Annual Meeting of the International Reading Association, 1988. 4p. [ED 294 161]

Proposes integrated language arts as tools for learning in all content areas. Notes that the core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text.

Routman, Regie. *Transitions: From Literature to Literacy*. 1988. 352p. [ED 300 779]

Describes a successful literature-based program, and offers suggestions on how any elementary classroom can benefit from a transition from skill-oriented basal texts to literature-based whole language programs.

Scott, Diana; Piazza, Carolyn L. "Integrating Reading and Writing Lessons," *Reading Horizons*, v28 n1 p57-64 Fall 1987.

Describes a cooperative endeavor between university and public school professionals in integrating reading and writing lessons. Describes the Developmental Reading and Writing Lesson program's prereading/prewriting, guided silent reading and revising, skill development and editing, and independent follow-up activities.

Tway, Eileen. *Writing Is Reading: 26 Ways to Connect.* 1985. 56p. [ED 253 877]

Suggests integration of the skills of writing and reading at an early age. Discusses research concerning the cognitive processes and acquisition of reading and writing skills, and presents teaching methods and resources to help young children make the connection.

Wagner, Betty Jane. "ERIC/RCS Report: Integrating the Language Arts," *Language Arts,* v62 n5 p557-60 Sep 1985.

Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom.

Classroom Applications

Balajthy, Ernest. "Process Writing in the Intermediate Grades: Magical Panacea or Oversold Cliche?" Paper presented at the Conference on Language and Literacy. 1986. 19p. [ED 275 004]

Describes the concepts underlying the "whole language approach," and then examines some of the problems facing intermediate-grade teachers as they teach the writing process in their classes. Outlines the developmental writing needs of intermediate-grade students, and how writing can aid in identity building.

"The Classroom Reading Teacher," *Reading Teacher,* v41 n4 p483-95 Jan 1988.

Describes various activities designed for use in the reading classroom, including (1) cooperative learning activities, (2) reading and writing activities, (3) ways to improve comprehension, and (4) ways to encourage independent reading.

Heller, Mary F. "Comprehending and Composing through Language Experience," *Reading Teacher,* v42 n2 p130-35 Nov 1988.

Describes a Language Experience Approach (LEA) dictation given by sixth-grade remedial readers, and discusses some weaknesses in using LEA to teach remedial reading. Explains how LEA can be modified to produce a more effective model for reading comprehension and writing instruction.

Holbrook, Hilary Taylor. "ERIC/RCS Report: Writing to Learn in the Social Studies," *Reading Teacher,* v41 n2 p216-19 Nov 1987.

Provides a rationale for content area writing, and suggests ways it can be used for social studies instruction.

Janiuk, Delores M.; Shanahan, Timothy. "Applying Adult Literacy Practices in Primary Grade Instruction," *Reading Teacher,* v41 n9 p880-86 May 1988.

Suggests that learning the reasons for and uses of literacy is important for beginning readers. Describes a series of activities, based on practices used in adult literacy programs, that were designed to make first graders aware of the reasons for reading and writing.

McVitty, Walter, ed.; and others. "Getting It Together: Organizing the Reading-Writing Classroom," 1986. 130p. [ED 278 043]

Emphasizes the importance of developing a social classroom climate. Addresses the organization of the reading/writing classroom.

Newkirk, Thomas; Atwell, Nancie, eds. *Understanding Writing: Ways of Observing, Learning, and Teaching.* 1988, 312p. [ED 288 205]

Contains 30 articles written by teachers of elementary school students designed to provide insights into the way students learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction.

Norris, Janet A. "Using Communication Strategies to Enhance Reading Acquisition," *Reading Teacher,* v41 n7 p668-73 Mar 1988.

Presents a transcript exemplifying principles used with beginning readers who may be unable to learn to read from traditional reading instruction. Claims strategies which allow children to communicate through written language enable them to make important discoveries about reading without knowledge of phonics or other metalinguistic skills.

Oberlin, Kelly J.; Shugarman, Sherrie L. "Purposeful Writing Activities for Students in Middle School," *Journal of Reading,* v31 n8 p720-23 May 1988.

Suggests that writing helps reading comprehension only if the writer is aware of the relationship between reading and writing, and if the writing is purposeful. Presents three purposeful writing activities.

Wong-Kam, Jo Ann; Au, Kathryn H. "Improving a 4th Grader's Reading and Writing: Three Principles," *Reading Teacher*, v41 n8 p768-72 Apr 1988.

Presents three principles for working with poor readers in the upper elementary grades: (1) bring the class together as a literate community, (2) integrate reading and writing instruction, and (3) provide instruction on specific skills.

ERIC

Focused Access to Selected Topics No. 40
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Eye Movements and the Reading Process

by Susan M. Watts

Since the turn of the century, researchers have studied eye movements to increase their knowledge of the reading process. Early eye movement research focused on physiological characteristics of eye movements during reading, such as perceptual span, fixations, saccades, and regressions. Within the past twenty years, much of the early research has been replicated, and early findings have been confirmed with the use of highly sophisticated measurement devices; however, much eye movement research today is concerned with the cognitive processes behind reading. In such research, eye movements are considered to be a reflection of those higher mental processes.

This *FAST Bib* addresses recent trends in eye movement research. Sources cited reflect concern with the reading of continuous text as opposed to the identification of letters or words in isolation and, with the exception of the citation provided to give an overview, are divided into three sections: Perceptual Processes, Cognitive Processes, and Reading Disability and Dyslexia.

Overview

Rayner, Keith. "Eye Movements in Reading and Information Processing," *Psychological Bulletin*, v85 n3 p618-60 May 1978.

Presents a comprehensive review of studies of eye movements in reading and of other information processing skills such as picture viewing, visual search, and problem solving.

Perceptual Processes

Lefton, Lester A.; and others. "Eye Movement Dynamics of Good and Poor Readers: Then and Now," *Journal of Reading Behavior*, v11 n4 p319-28 Win 1979.

Assesses eye movements of good and poor readers—third graders, fifth graders, and adults. Finds that fifth-grade students who were poor readers had relatively unsystematic eye movements with more fixations of longer duration than did good readers (both fifth-grade students and adults).

McConkie, George W. "Eye Movement Monitoring in the Study of Silent Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 9p. [ED 184 050]

Summarizes the conclusions reached by eye movement studies regarding fixation duration and the region of text read during a fixation. Discusses the advantages of using an eye movement monitor connected to a computer-controlled text display in eye movement research.

McConkie, George W. *Eye Movements and Perception during Reading*. Center for the Study of Reading, Urbana, IL. 1982. 86p. [ED 215 306]

Reviews the research on the visual perceptual processes occurring as people are engaged in the act of reading. The issues that are examined include the control of eye movements, perception during a fixation, and perception across successive fixations.

McConkie, George W.; Rayner, Keith. "The Span of the Effective Stimulus during Fixations in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1973. 12p. [ED 083 579]

Presents a study in which text displayed on a cathode ray tube was varied as to the number of characters shown (size of the window). Changes in window size produced a clear effect, with a reduction in size to thirteen characters resulting in less efficient eye movement patterns.

McConkie, George W.; and others. "Perceiving Words during Reading: Lack of Facilitation from Prior Peripheral Exposure." *Technical Report No. 243*. Center for the Study of Reading, Urbana, IL 1982. 55p. [ED 217 400]

Reports the results of a study in which the eye movements of sixteen college students were monitored as they read short texts on a cathode ray tube. Finds that words were read only when directly fixated and that word identification was not facilitated by information obtained peripherally prior to the fixation.

Morrison, Robert E.; Inhoff, Albrecht-Werner. "Visual Factors and Eye Movements in Reading." *Visible Language*, v15 n2 p129-46 Spr 1981.

Discusses the effects of variations in the physical attributes of text on eye movement behavior and the effects of physical word cues processed in the reader's parafoveal vision.

Rayner, Keith. "Eye Movements and the Perceptual Span in Beginning and Skilled Readers," *Journal of Experimental Child Psychology*, v41 n2 p211-36 Apr 1986.

Reports four experiments comparing the perceptual span in second-, fourth-, and sixth-grade readers and skilled adult readers. Suggests that the size of the perceptual span is variable and is influenced by text difficulty. Concludes that the size of the perceptual span does not cause slow reading rates in beginning readers.

Wolverton, Gary S. "The Acquisition of Visual Information during Fixations and Saccades in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 178 861]

Designs an experiment to identify the points at which information is acquired during reading. Finds that while little, if any, information is obtained during the saccade, visual information is being acquired throughout the fixation and the kind of information being acquired may change over the course of the fixation. Finds that eye movements respond to stimulus manipulations within the fixation as well.

Cognitive Processes

Alessi, Stephen M. and others. "An Investigation of Lookbacks during Studying." *Technical Report No. 140.* Center for the Study of Reading, Urbana, IL 1979. 40p. [ED 177 494]

Investigates the effects of looking back at relevant sections of previously read text on comprehension. Finds that after reading 24 pages of text and inserted comprehension questions, answering in the lookback condition showed better comprehension of later information that was dependent upon the prerequisite information.

Blanchard, Harry E. "The Effects of Pronoun Processing on Information Utilization during Fixations in Reading." *Technical Report No. 405.* Center for the Study of Reading, Urbana, IL. 1987. 17p. [ED 284 183]

Tests the hypothesis that the time it takes for information to be analyzed by a reader is sometimes delayed because the analysis of previously obtained information is not yet complete. Manipulates comprehension difficulty of text by varying the distance between a pronoun and its referent with the intent of delaying processing effects. Finds insufficient support for the hypothesis.

Blanchard, Harry E.; Iran-Nejad, Asghar. "Comprehension Processes and Eye Movement Patterns in the Reading of Surprise Ending Stories," *Discourse Processes*, v10 n1 p127-38 Jan-Mar 1987.

Examines the eye movement patterns of skilled adult readers when encountering a surprise ending to a story. Suggests that processing at the discourse level must be considered as an influence on the eye movement control system.

Carpenter, Patricia A. *Comprehension Processes in Reading, Final Report.* Carnegie-Mellon University, Pittsburgh, PA. 1980. 70p. [ED 198 479]

Conducts two studies examining short-term memory capacity and eye fixations as part of the reading comprehension process. Finds that readers made longer pauses at points of increased processing such as encoding infrequent words and making inferences.

Just, Marcel Adam; Carpenter, Patricia A. "A Theory of Reading: From Eye Fixations to Comprehension," *Psychological Review* v87 n4 p329-54 Jul 1980.

Presents a model of reading focusing on eye fixations as related to various levels of reading—words, clauses, and text units. Associates longer pauses with greater processing difficulty for a group of undergraduate students reading scientific articles.

McConkie, George W.; and others. "Some Temporal Characteristics of Processing during Reading." *Technical Report No. 331.* Center for the Study of Reading, Urbana, IL. 1985. 65p. [ED 255 862]

Reports on an experiment that examined (1) whether letters that lie in the center of vision are used earlier in the fixation than letters further to the right, (2) how soon after a stimulus event can that event affect eye movement control, and, (3) how soon in a fixation can the presence of an orthographically inappropriate letter string be shown to influence eye movement decisions. Suggests that the response time of the eyes is shorter than is usually proposed in theories of visual processing, and that eye movement decisions are made later in the fixation than has often been assumed.

McConkie, George W.; and others. "What Is the Basis for Making an Eye Movement during Reading?" *Technical Report No. 287.* Center for the Study of Reading, Urbana, IL. 1983. 23p. [ED 234 374]

Investigates three hypotheses concerning the cognitive basis for making an eye movement during reading. Finds from review of the literature that the decision to move the eyes can be influenced by visual information acquired on the fixation which immediately precedes the movement, but processing of that information is not necessarily completed by the time the decision is made.

Pollatsek, Alexander; Rayner, Keith. "Eye Movement Control in Reading; The Role of Word Boundaries," *Journal of Experimental Psychology: Human Perception and Performance,* v8 n6 p817-33 Dec 1982.

Presents three experiments which investigate the functions of spaces between words in adult reading of text. Obtains results consistent with a two-process theory in which filling spaces in the parafoveal region disrupts guidance of the reader's next eye movement, and filling spaces in the foveal region disrupts processing of the fixated word as well.

Shebilske, Wayne L.; Fisher, Dennis F. "Eye Movements Reveal Components of Flexible Reading Strategies." Paper presented at the 30th Annual Meeting of the National Reading Conference, 1980. 16p. [ED 199 648]

Reports the results of a study of reading flexibility as monitored in two college graduates. Tests subjects after they have read an expository selection two times, and correlates eye movement patterns from the first reading with those from the second. Supports the notion that both macro and micro variations in eye movement patterns resulted from flexible reading strategies under voluntary control.

Zola, David. *The Effect of Redundancy on the Perception of Words in Reading. Technical Report No. 216.* Center for the Study of Reading, Urbana, IL. 1981. 116p. [ED 208 367]

Presents a detailed examination of twenty college students' eye movement patterns as they read a group of selected passages containing manipulations of word variables that involved interword redundancy and distorted spelling patterns. Supports the claim that language constraint does affect the manner in which information in text is processed during reading and suggests that certain aspects of visual detail have a high degree of cognitive prominence.

Zola, David. "The Effects of Context on the Visual Perception of Words on Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 184 075]

Presents observations of twenty college students reading video displays of texts to determine how readers fixate a word that is linguistically and contextually redundant and whether readers use less visual information when perceiving these highly redundant words. Finds very small differences between high and low redundancy conditions, raising doubts about the popular notion that interword context influences reading behavior.

Reading Disability and Dyslexia

Pavlidis, George Th. "Eye Movements in Dyslexia: Their Diagnostic Significance," *Journal of Learning Disabilities,* v18 n1 p42-50 Jan 1985.

Reviews the research suggesting that dyslexics' erratic eye movements are not simply a consequence of poor reading skills and that results of non-reading eye movement tasks demonstrate the influence of a brain malfunction. Reports that eye movement patterns and characteristics in the nonreading "lights" test differentiated dyslexics from advanced, normal, and retarded readers.

Pavlidis, George Th. "How Can Dyslexia Be Objectively Diagnosed?" *Reading,* v13 n3 p3-15 Dec 1979.

Describes experiments showing that the eye movement patterns of dyslexic children differed from those of normal and backward readers during both a reading and a nonreading task. Discusses possible causes of dyslexia and ways of diagnosing it.

Rayner, Keith. "Eye Movements, Perceptual Span, and Reading Disability," *Annals of Dyslexia,* v33 p163-73 1983.

Reviews research on the perceptual span and control of eye movements during normal reading and on the nature of eye movements in dyslexia. States that eye movements, rather than being the cause of dyslexia, reflect underlying neurological problems.

Rayner, Keith. "The Role of Eye Movements in Learning to Read and Reading Disability," *Remedial and Special Education (RASE),* v6 n6 p53-60 Nov-Dec 1985.

Discusses characteristics of eye movements during reading for skilled, beginning, and dis-

abled readers. Argues that eye movements are not a cause of reading problems and that training children with reading problems to make smooth, efficient eye movements will not increase their reading ability.

Focused Access to Selected Topics No. 39
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Informal Reading Inventories

By Jerry Johns and Peggy VanLeirsburg

Informal reading inventories (IRIs) have been used for nearly half a century to help assess students' reading. Thus, the ERIC database contains numerous citations relating to IRIs. The citations in this *FAST Bib* were selected specifically to help professionals understand the history of, the uses of, and the issues surrounding IRIs. The major sections of this bibliography are: Overview, General Uses, Critiques and Issues, Validity and Reliability Research, and Special Populations. Abstracts for some of the items cited here have been abbreviated to allow for the inclusion of additional citations.

Overview

Demos, E. S. "Evaluation/Testing Procedures in Reading," *Reading Horizons*, v27 n4 p254-60 Sum 1987.

Discusses the evaluation and testing procedures schools use to evaluate and test reading achievement. Identifies three major categories of tests: achievement/survey, diagnostic, and IRIs.

Henk, William A. "Reading Assessments of the Future: Toward Precision Diagnosis," *Reading Teacher*, v40 n9 p860-70 May 1987.

Concludes that standard reading inventories may be made more useful by modifying them to assess the specific abilities and needs of disabled readers. Offers suggestions for making modifications.

Johns, Jerry L.; Lunn, Mary K. "The Informal Reading Inventory: 1910-1980," *Reading World*, v23 n1 p9-19 Oct 1983.

Traces the origin and development of the IRI and discusses its future as an assessment tool.

Johnson, Marjorie Seddon; and others. *Informal Reading Inventories*, second edition. Reading Aids Series, IRA Service Bulletin. International Reading Association, Newark, DE. 1987. 164p. [ED 277 993; for the first edition, see ED 072 437]

Presents a comprehensive description of the use of IRIs and provides teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction. Argues that the best IRIs evaluate reading through procedures that are as close as possible to natural reading activities and that there should be a close fit between assessment and instructional materials.

Pumfrey, Peter D. *Reading: Tests and Assessment Techniques*, second edition. United Kingdom Reading Association Teaching of Reading Monograph Series. International Reading Association, Newark, DE. 1985. 354p. [ED 298 448]

Describes various types of reading tests and assessment techniques. Outlines a strategy for selecting instruments. Includes a chapter on IRIs and oral miscue analysis. Concludes with an annotated bibliography of recent publications on the identification and alleviation of reading difficulties.

Searls, Evelyn F. "What's the Value of an IRI? Is It Being Used?" *Reading Horizons*, v28 n2 p92-101 Win 1988.

Reports on a survey which indicates that classroom teachers rarely use the Informal Reading Inventory. Suggests that teacher trainers focus on other more efficient means of obtaining reading diagnosis.

Walter, Richard B. "History and Development of the Informal Reading Inventory." 1974. 18p. [ED 098 539]

Presents the history of the IRI and the problems of validity, reliability, and the selection of performance criteria. Discusses the value of IRIs for determining the instructional level of students. Concludes with selected literature that supports the contention that most teachers cannot be successful in using the IRIs without training in construction, administration, and interpretation of such an instrument.

General Uses

Bader, Lois A.; Wiesendanger, Katherine D. "Realizing the Potential of Informal Reading Inventories," *Journal of Reading*, v32 n5 p402-08 Feb 1989.

Discusses the use of IRIs in evaluating reading performance. Notes that although the IRI provides an in-depth evaluation of reading behavior, it should be used in conjunction with other information to assess reading ability.

Blanchard, Jay; Johns, Jerry. "Informal Reading Inventories—A Broader View," *Reading Psychology*, v7 n3 piii-vii 1986.

Concludes that IRIs can be useful, flexible assessment and instruction tools in the hands of knowledgeable teachers. Offers suggestions for their use.

Harris, Larry A.; Lalik, Rosary M. "Teachers' Use of Informal Reading Inventories: An Example of School Constraints," *Reading Teacher*, v40 n7 p624-30 Mar 1987.

Reports on what started out to be a survey of the use of IRIs by teachers that revealed the technique to be embedded in a complex environment. Concludes that the use of IRIs and other diagnostic methods can be limited when teachers do not have primary responsibility for making placement decisions.

Kress, Roy. "Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading" ERIC Digest Number 6. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN. 1988. 3p. [ED 297 303]

Examines the use of IRIs for student placement in reading groups and the use of computerized diagnosis and its limitations. Encourages careful use to minimize limitations.

Masztal, Nancy B.; Smith, Lawrence L. "Do Teachers Really Administer IRIs?" *Reading World*, v24 n1 p80-83 Oct 1984.

Concludes that most elementary school teachers surveyed were familiar with IRIs and knew how to administer them.

Critiques and Issues

Caldwell, JoAnne. "A New Look at the Old Informal Reading Inventory," *Reading Teacher*, v39 n2 p168-73 Nov 1985.

Indicates that the format and use of the IRIs need to be modified in order to address recent research findings of schema theory, text analysis, and metacognition.

Cardarelli, Aldo F. "The Influence of Reinspection on Students' IRI Results," *Reading Teacher*, v41 n7 p664-67 Mar 1988.

Claims that in the conventional administration of the IRI comprehension diagnosis is inordinately influenced by the reader's ability to recall information. Suggests that allowing reinspection by the reader restores recall to its proper function and may result in other advantages.

Duffelmeyer, Frederick A.; Duffelmeyer, Barbara Blakely. "Main Idea Questions on Informal Reading Inventories," *Reading Teacher*, v41 n2 p162-66 Nov 1987.

Considers whether comprehension questions that claim to assess students' skills in finding main ideas may in fact be measuring their knowledge of identifying the passage topic.

Gillis, M. K.; Olson, Mary W. "Elementary IRIs: Do They Reflect What We Know about Text Type/Structure and Comprehension?" *Reading Research and Instruction*, v27 n1 p36-44 Fall 1987.

Analyzes four IRIs to determine the text type of each passage, whether narrative passages are well formed, and whether expository passages are well organized. Finds almost half the narratives poorly formed. Concludes that the lack of continuity in text type and organization could result in students' comprehension scores being erratic and invalid.

Warren, Thomas S. "Informal Reading Inventories—A New Format." Paper presented at the 11th Annual Meeting of the Southeastern Regional Conference of the International Reading Association, 1985. 11p. [ED 269 740]

Discusses weaknesses in both published and teacher-made IRIs. Suggests using the Fry readability formula. Introduces teachers to a new format for published inventories.

Validity and Reliability Research

Anderson, Betty. "A Report on IRI Scoring and Interpretation." Paper presented at the 31st Annual Meeting of the International Reading Association, 1986. 12p. [ED 271 725]

Examines what oral reading accuracy level is most appropriate for the instructional level and whether repetitions should count as oral reading errors. Includes tables indicating word recognition accuracy at each level of an IRI and percentage of oral reading accuracy with and without repetitions.

Duffelmeyer, Frederick A.; Duffelmeyer, Barbara Blakely. "Are IRI Passages Suitable for Assessing Main Idea Comprehension?" *Reading Teacher*, v42 n6 p358-63 Feb 1989.

Discusses characteristics reading passages must have if they are to be used for main idea assessment. Analyzes each grade one to grade

six passage on the Analytical Reading Inventory, Basic Reading Inventory, and Informal Reading Inventory, measuring suitability for use in main idea assessment. Finds many passages are unsuitable.

Fuchs, Lynn S.; and others. "The Validity of Informal Reading Comprehension Measures," *Remedial and Special Education (RASE)*, v9 n2 p20-28 Mar-Apr 1988.

Assesses the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys. Finds that correct oral reading rate score demonstrated the strongest criterion validity.

Helgren-Lempesis, Valerie A.; Mangrum, Charles T., II. "An Analysis of Alternate-Form Reliability of Three Commercially-Prepared Informal Reading Inventories," *Reading Research Quarterly*, v21 n2 p209-15 Spr 1986.

Examines the interclass and intraclass reliability of three published IRIs and their alternate forms and concludes that though acceptable, the reliabilities of the inventories suggest the need for cautious interpretation.

Homan, Susan P.; Klesius, Janell P. "A Re-Examination of the IRI: Word Recognition Criteria," *Reading Horizons*, v26 n1 p54-61 Fall 1985.

Confirms previous findings that the word recognition criterion for instructional reading level on IRIs should be set at about 95% for students reading at grade levels one through six.

Joels, Rosie Webb; Anderson, Betty. "Informal Reading Inventory Comprehension Questions: Are Classification Schemes Valid?" *Reading Horizons*, v28 n3 p178-83 Spr 1988.

Presents a study which examines elementary school students' performance on the JAT (Joels, Anderson, and Thompson) Reading Inventory, noting variable student performance on the different question types. Reports that the validity of the JAT as a diagnostic instrument is established.

Newcomer, Phyllis L. "A Comparison of Two Published Reading Inventories," *Remedial and Special Education (RASE)*, v6 n1 p31-36, Jan-Feb 1985.

Studies the extent to which two commercially published IRIs that identify the same instructional level when administered to 50 children in grades one through seven demonstrate a significant lack of congruence between the instruments, particularly at the intermediate grade levels.

Olson, Mary W.; Gillis, M. K. "Text Type and Text Structure: An Analysis of Three Secondary Informal Reading Inventories," *Reading Horizons*, v28 n1 p70-80 Fall 1987.

Suggests that IRIs should include both narrative and expository passages. Describes a study of several reading inventories indicating that some current secondary school IRIs have been constructed with some consistency of text types. No clear picture of text structure for the inventories was found.

Special Populations

Cheek, Earl H., Jr.; and others. "Informal Reading Assessment Strategies for Adult Readers," *Lifelong Learning*, v10 n7 p8-10, 25-26 May 1987.

Describes practical and readily accessible informal assessment strategies for evaluating adult readers. Includes (1) observation, (2) simplified reading inventories, (3) cloze procedures, (4) group reading inventories, (5) criterion-referenced tests, and (6) IRIs.

LaSasso, Carol; Swaiko, Nancy. "Considerations in Selecting and Using Commercially Prepared Informal Reading Inventories with Deaf Students," *American Annals of the Deaf*, v128 n4 p449-52 Aug 1983.

Offers guidelines for the selection and use of commercially prepared IRIs with deaf students. Modifications for deaf students pertain to: selection of the passage to begin testing, the criteria for oral and silent reading levels, and procedures for estimating students' reading potential levels.

Manning, Maryann; and others. "A Comparison among Measures of Reading Achievement with Low Income Black Third Grade Students." Paper presented at the 69th Annual Meeting of the American Educational Research Association, 1985. 26p. [ED 261 074]

Compares the results of different types of reading achievement measures for 58 low-income urban black third graders. Finds that correlations among all of the measures were moderate to high. Examination of teachers' judgments regarding reading book placement, as compared to test results, indicated that teachers underestimated students' reading ability and placements did not reflect test results.

Scales, Alice M. "Alternatives to Standardized Tests in Reading Education: Cognitive Styles and Informal

Measures," *Negro Educational Review*, v38 n2-3 pp99-106 Apr-Jul 1987.

Discusses students with various cognitive styles and their inability to perform well on standardized tests. Notes that impulsive and reflective style students seem to do better on informal tests. Suggests a combination of standardized and informal testing for making educational decisions.

Sullivan, Joanna. "Differences in the Oral Reading Performance of English and Spanish Speaking Pupils from the United States and Venezuela," *Journal of Research and Development in Education*, v19 n4 p68-73 Sum 1986.

Compares results of 90 pupils in grades one through three, half English-speaking and half Spanish-speaking, on IRIs administered in their respective countries. Determines by analysis of variance whether significant differences exist between decoding errors of pupils in both countries.

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A Profile

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A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy?
ED 290 171
Integrating Reading and Writing Instruction at the Primary level. **ED 286 158**
Sister and Brother Writing Interplay.
ED 285 176
Writing Begins at Home: Preparing Children for Writing before They Go to School.
ED 285 207

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No._ISBN-0-435-08452-6
Pub Date_87
Note_64p.
Available from_Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type_Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language
Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

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Individual lesson plans in ***Remedial Reading for Elementary School Students*** enable you to teach those students whose "frame of mind" does not make them natural readers.

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- Play games to teach reading
- Build comprehension ability
- Sharpen reading skills
- Discover critical thinking
- Share the joy of literature

* * * * *

Working with Special Students in English/Language Arts, by ***Sharon Sorenson***, lays out in clear and specific detail methods that work with mainstreamed learning-disabled students and students for whom English is a second language.

- how to organize your classroom to include *special students*
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* * * * *

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Most of the novels in Alano's collection are 20th-century works, such as *To Kill a Mockingbird, The Color Purple, Dandelion Wine,* and *The Chocolate War* (but also including *The Scarlet Letter, Great Expectations,* and *The Adventures of Huckleberry Finn*), and all are oft-taught works of interest to middle-school and high-school students. An annotated bibliography leads teachers to related resources in the ERIC database.

The strategic quality of Alano's approach is that she uses these highly readable pieces of fiction to help you teach your students the tools of literary criticism: affective and literal response, understanding narrative, analysis of character, comparison of themes, values clarification, gender stereotypes. In many of the lessons, Alano refers you to other novels that you might also use in connection with the topics of that lesson. No snob, Alano even invites your students to write to "Dear Abby" and to learn how to read Romance novels critically.

Other **TRIED** volumes for increasing student literacy:

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by Sharon Sorenson

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Language Arts for Gifted Middle School Students
by Susan J. Davis & Jerry L. Johns

Supplies challenging and advanced lessons in a variety of language-arts areas; communication skills, literature, mass media, theater arts, reading, writing. Activities designed for gifted students also work for others.

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* * * * *

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